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ABSTRACT

In southern Colorado, the Country School Legacy Project, part of an eight-state research effort to locate and preserve information related to country schools, involved visiting and corresponding with 25 counties and conducting 58 oral history interviews. Materials, both factual and anecdotal, assembled into this report from school records, periodicals, published and unpublished memoirs, and oral accounts, reveal rich insights about country school architecture, country schools as community centers, teachers, students, curriculum, school Americanization efforts, education for the Ute Indians, sex education, schools in company towns, and country schools today. Appendices include: an 1883 architect's drawing of a room with single desks for sixty-four scholars, a 1925 teacher's contract, a 1928 application for a $250 teacher education loan from the Colorado Federation of Women's Clubs, questions for the county examination of teachers in 1898, a 1971 teacher evaluation report, 42 sample schedules for one and two teacher schools, instructions for three children's games from a 1937 book (including four pages of instructions for playing marbles), three examples of special program recitations from the 1900 12th Biennial Report of the Superintendent of Public Instruction, and a 1879-1880 course of study for Colorado ungraded schools. (NEC)

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COUNTRY SCHOOL LEGACY:

Humanities on the Frontier

COUNTRY SCHOOL LEGACY REPORT FOR SOUTHERN COLORADO

by

Joanne L. Dodds
Edwin Dodds

Western Research Room
Pueblo Regional Library District
Pueblo, Colorado

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Funded by the National Endowment for the Humanities

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COUNTRY SCHOOL LEGACY ADMINISTRATIVE STAFF

Project Director:
Andrew Gulliford
Colorado Mountain College/Silt Elementary School
Silt, Colorado

Media Director:
Randall Teeuwen
Photo America
Fort Collins, Colorado

Exhibits Director:
Berkeley Lobanov
Denver, Colorado

Fiscal Agent:
Joseph Edelen
I. D. Weeks Library
University of South Dakota
Vermillion, South Dakota

COUNTRY SCHOOL LEGACY: HUMANITIES ON THE FRONTIER

The Mountain Plains Library Association is pleased to be involved in this project documenting the country school experience. Funding of this project from the National Endowment for the Humanities, cost sharing and other contributions enabled us all to work with the several state-based Humanities Committees as well as many other state and local libraries, agencies and interested citizens. We are deeply impressed not only by the enthusiasm for this work by all concerned but by the wealth of experience brought to bear in focusing attention on—and recapturing—this important part of history, and how we got here. This project seems to identify many of the roots and "character formation" of our social, political and economic institutions in the West.

Already the main Project objective seems to be met, stimulating library usage and increasing circulation of historical and humanities materials in this region. Public interest is rising in regional, state and local history. Oral history programs are increasing with greater public participation. The study of genealogy—and the search for this information—is causing much interest in consulting—and preserving—historical materials. What has been started here will not end with this project. The immediate results will tour the entire region and be available for any who wish the program, film, and exhibit. There will be more discussion of—and action on—the issues involving the humanities and public policies, past and present. The Mountain Plains Library Association is proud to be a partner in this work, the Country School Legacy, and its contribution to understanding humanities on the frontier.

Joseph J. Anderson
Nevada State Librarian
Past President
Mountain Plains Library Association

PREFACE

The Country School Legacy Project has provided my husband and I with the opportunity to develop an understanding of rural Colorado. Each and every dusty road we drove enhanced our appreciation. Not once were we refused assistance. Instead, we received support that far exceeded our expectations. It was as if the project was answering a hidden need. The people we shared with, sensed that they had participated in an era of American history that was quickly passing. Universally, they shared with us the desire to preserve some memory of what the country school had been like. Both the good and the bad were shared. As we visited and corresponded with the twenty-five counties that were our responsibility, we became aware of the impossibility of utilizing the amount of data we had gathered. The fifty-eight oral interviews conducted by the staff and volunteers indicates the possible data we have to share. In this report, we had hoped to include a comprehensive survey of all of the country schools that have existed in each county and to prepare an historical profile on each county. This has not been possible, instead we will prepare the school survey and profiles for publicity for the exhibits in 1981. We hope that you enjoy our lessons from country schools as much as we enjoyed learning them.

Ed and Joanne Dodds

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COLORADO COUNTRY SCHOOLS:
GRASS ROOTS ARCHITECTURE

Country school architecture is grass roots architecture. Each school district designed and built its own school. Depending upon the region and the era in which the school was built, the school building always stood as a testimony to the existence of a community. The eager response to the question of preserving country schools provides a clear indication of the role that schools played in the lives of many people.

The Colorado State constitution, written in 1876, had clearly stated that the school was the responsibility of the community. All you needed to create a school district was ten children of school age and you were in business. Naturally, there was the formal petition that you submitted to the County Superintendent, and you did have to post notice that a school board election was to be held. Everyone knew that the County Superintendent was an elected official and, depending upon the individual, usually would not stand in the way of the creation of another school, at least not in the early years. A new school is a tangible sign of the growth and wealth of your community. A new school represented prosperity. A new school was a time for rejoicing. Later, when schools could be found no farther than one mile apart, the superintendents would call for consolidation. This brought an end to a special era of self sufficient communities.

The procedure followed in school District 27 of Pueblo

County in 1893 is representative of how a new school house was built. Nineteen people met at the school house in the small community known as Nepesta on August 7th at two o'clock. Most school meetings were in the afternoon rather than in the evening. Even programs were often given in the afternoon. One assumes that lighting and ease of traveling to and from the school were the determining issues. The school board secretary, who was occasionally paid a small fee for services rendered, had posted previous notice that the meeting was to be held. The meeting had been called to decide on the location for a new school house. M.K. Hutchinson made a motion to locate the house on the NW corner of SW ¼ Section 13, Township 22, and Mr. Nickol made a motion to have the school located on the NE corner of SE ¼ Section 15, Township 22, Range 60. There was a vote by ballot, and Secretary Ada Hutchinson counted 8 ballots for M.K. Hutchinson's motion and 11 ballots for Mr. Nickol's motion. T.L. Sims, the pro tem chairman, closed the meeting.

The school board did not meet again until the 23rd of September, 1893. The meeting was called to order by President W.A. Baldwin and the board proceded to discuss the size and style of the school house. President Baldwin was ordered to draw the plans and specifications for the school and the secretary was instructed to receive bids for the erection of the said building. The board reserved the right to reject any or all bids. The secretary was ordered to post notices for a meeting of the legal voters of District 27 on the tenth day of October, 1893 from one to four o'clock p.m. for the purpose of locating the site for

the school house and for the transaction of such other business as may come before the meeting. The meeting was to be held at the residence of Mr. Hutchinson. W.A. Baldwin was appointed to examine the feasibility of buying or renting a building sufficient to hold school until one can be built. Miss Sims was hired to teach the school for a term of four months for $40.00 per month. With the business completed the meeting was adjourned. Please note that the daughter of one of the members of the board was hired as the teacher, and that at the previous meeting there had been no call for teachers to apply.

The school board met again on the 9th of October, one day before the election. The purpose of the meeting was to open the bids for the erection of a school house. The secretary opened and read the four bids. The bids were from S.B. Davis who bid $414.00, Joseph Harris who bid $400.00, M.G. Foss who bid $423.00, and T.L. Sims who bid $400.00. The board considered the bids and awarded the contract to T.L. Sims, a member of the school board. The secretary was ordered to draw a contract and the same to be signed at the meeting on October 10th. There being no further business, the meeting was adjourned.

The issue before the community on October 10th was the location of the school. On reviewing the minutes of the school board we remember that the first issue the school board addressed was the location of the school. This more than any other issue concerned the parents. Without doubt, both gentlemen who had offered land for the school had school age children. If the

school was located on their property, usually in a corner of a section, their children would not have far to walk. Also to be considered was the issue of the boarding of the teacher. If the teacher did not come from the local community, she would have to board with someone. If the school was on your property, the opportunity for her or him to board with you was greater. You could even regain the cost of the land you donated from the money gained from boarding the teacher. Not to mention the prestige of having the teacher in your home.

Opposition to the original site for the school had obviously been voiced. This is generally when the County Superintendent would come into the situation. Angry letters would be sent usually challenging the previous posting of the meeting. Being an elected official, and, to be a fair, concerned educator, the Superintendent would recommend that another meeting be held to decide on the location of the school. One must remember that these people who struggled over the location of the school were to be the same people who were to run the school and who would be neighbors for years, if not generations. Bad relationships which could start with the decision of where to locate the school could stay within the community for years. The County Superintendent was aware of the long range problems and strove to keep everyone semi-happy. At minimum, the elections were to be fair. The Colorado School Laws were specific in the cases of school elections. We do not have the County Superintendent's records for the confrontation at District 27 in 1893, but within the school records are correspondence concerning similar

issues.

When the community met on October 10th, thirty-one voters were present compared to nineteen at the earlier meeting. When the sites to be voted on were announced, two new sites were named. T.L. Sims offered the SW corner, NW ¼ Section 19, Township 22, and T.J. Seaton offered the NE corner, Section 15, Township 22, Range 60. The ballot was then taken with fifteen votes for each site and one for Hutchinson's corner. There being a tie, the meeting was adjourned and the secretary was instructed to post notices for another election to be held on the 27th of November.

At the next meeting of the school board, 44 voters were present. The minutes of the secretary state that "one place was named; the South corner of Section 11, Township 22." This is near none of the previously offered sites. The ballot was taken and resulted in 44 votes for that site and one vote for the SE corner of Township 22, Range 60. Mr. Sims was then ordered to erect the school house at the selected site. The contract was signed and Mr. Sims posted a $200.00 bond in case he failed to comply with the contract. The board issued a voucher for Foley and Leonard Lumber dealers in Pueblo, Colorado for $200.00 for material for the school house. Not forgetting the responsibility of paying for the school, M.K. Hutchinson made a motion, seconded by T.L. Sims, to levy a 5 mill tax for running the expense of the school. The Colorado School laws provided the local school board with this right to impose school taxes within certain

boundaries.

The events leading to the building of one particular school house is representative of what happened when most school houses were built. Note, no architect was consulted, nor was the teacher. The County Superintendent did not seem to attend these important meetings. In later years, the County Superintendent was obviously more involved. Country schools were little more than houses adapted to another use. All civic buildings, fire houses, court houses, school houses, were based on the design of the house. While surveying the existing country schools, one notices repetition of architectural features within a county. In Pueblo and Huerfano County one notices small windows on the north side located close to the roof. These small windows surely were the contribution of the County Superintendent who was following the educational philosophy of the period concerning proper lighting. The Colorado Superintendent of Public Instruction published specific instructions/suggestions for a country school as early as 1885. (see appendix 1) The key word was suggested. As long as the State Superintendent and the County Superintendent were elected positions and did not have control over the funding of schools, the local school board made the decisions.

OK, the local school board made the decisions. What kind of schools did they build? For one thing they were not red, unless they were brick. Southern Colorado's country schools were white, if they were painted at all, and they faced east. The interiors were painted a quiet hospital green or blue/green. When

interviewing individuals about the interior of their schools, not one person remembered the color of the walls. Off-white was guessed at, but it was obviously a guess.

Landscaping is another issue. On surveying over fifty southern Colorado country schools and looking at historic photographs of over one hundred schools only a few instances can be recalled where trees were arranged in harmony with the school. The Gas Creek school in Chaffee County is a beautiful exception. In the front yard of the school there is a beautiful big tree with a tree house. Next to the tree runs an irrigation ditch. It takes little imagination to picture the school children sitting on the banks of the ditch and dangling their feet in the cool water. Another exception is the Waverly school in Alamosa County. Marvelous trees that were planted many years ago shade this wandering school house.

Waverly school reminds us of the issue of expansion. Judging from the surviving schools, a number of solutions were used when the school became crowded. The first was to build a new school house. Sometimes this would lead to the creation of a totally new district. However, if the school population was dense within one geographic location, the solution might be to build a new school house right next to the existing school house. This was the solution at Ludlow, Colorado. Two distinct school buildings were built side by side. Usually the younger children would use one of the buildings and the older children the other building. At Malta, Malchite and others, the solution was to

tack a building on the back of the present building. Not usually used as a classroom, it was good for storage and on occasion served as the teacherage. Waverly school is the best example of the adding of additional buildings. Looking at the building as it now stands, it appears that one frame building was originally constructed. Then a second frame building was constructed creating a T formation. Then as the years passed, one room at a time, classroom buildings were added to the sides of the T. Viewed from the road the school appears to be one building. It is only from the rear that the curious observer can detect the separate buildings. The joining of two buildings was a common solution.

The selection of building materials tells us much about the community. It has been generally acknowledged that school districts in the mountains used logs, and the school districts on the prairies used sod. There has not been sufficient attention spent on the issue of the creative adaptation to the natural environment that these buildings represent. The homesteaders on the plains of souteastern Colorado built dugout schools. Why? It's simple, these were the most efficient types of dwellings for the region. Not only were they maximizing the use of the natural terrain, these schools were less expensive to heat after they were built. Again and again, you find school boards consisting of people from many environments across the United States selecting the building material for their school that was the best suited to their new environment. When questioned about the use of adobe in mostly anglo communities, the interviewees response was

that they were the best buildings. In Huerfano County it is fun to see adobe schools with little windows near the top of the north wall. What better example of adaptive environment can you find? Our pioneers took the best building materials and adapted traditional design to meet the standards of their time. Country schools are the Stonehenge of our grandfathers. They stand and they tell us that intelligent, involved, ordinary people could, and did, build practical buildings suited to their environments. }HA!

Historic photographs tell us that these buildings were not without ornament. The Doyle school in Pueblo County is one of the oldest schools in the state of Colorado. We do know that Goldrich, who is credited with opening the first school in Denver, came to Denver aboard an ox cart from Joseph Doyle's home in Pueblo County. Doyle had hired and brought Goldrich west to tutor his children. Hard data that would prove whether the adobe building that stands today was used by Goldrich has not yet been found. But oral tradition and secondary sources in school records indicate this to be the case. In early photographs you can see a front porch on the school and nice, probably pre-cut, standard catalog, decorative lacing on the side of the porch. Close scrutiny of historic photographs indicates that deocrative details were once a part of many country schools. In the older schools, those loving touches probably consisted of some nice decorative detail on the entrance to the school. Later the bell tower was the loving touch. And it was not uncommon to build the tower and buy the bell later; sometimes much later. One of the nicest bell towers in southern Colorado can

be found at Mustang school in Pueblo County.

The teacherage was the home provided for the teachers by the school district. It would be interesting to know when teacherages were first built. One would suppose, judging from the existing buildings and oral interviews, that communities did not provide teacherages until it became difficult to lure a good teacher to the country without one.

At no time were teacherages luxurious dwellings. The children from the coal mining towns of southern Colorado remember the teacherages as being better than their homes, mostly because they had electricity and running water. The teacherage in smaller communities frequently did not boast of these luxuries. One can also see indications that the teacherage in southern Colorado was a by-product of consolidation. When many little schools consolidated, teachers would be brought together in one location. No longer was the concept of boarding all the teachers with local families reasonable. Being sensible, school boards built a teacherage close to the school. There the principal could assume the responsibilities, once held by the school board members, of watching the teachers whenever they were on or off duty. Not to be missed was the advantage of having the teacher available closeby to open up the school for evening meetings, sunday school and dances. At Coaldale, the teacherage was a SMALL duplex. Located within the yard of the school house, the frame teacherage faced the west and had a pleasant front porch. Each unit had its own front door and two

rooms. In the front was the living room/kitchen. The other room, with one window, was the bedroom. Each room was approximately 16 feet by 16 feet. The bathroom was outside. In later years the dividing wall was torn out and the duplex became one four room home. During interviews with teachers, it was common to find two or three women sharing one side of a duplex, particularly during the depression. Since the teacherage was seldom constructed at the same time the school house was built, they would differ architecturally. The most common teacherage in southern Colorado was a small addition tacked on to the back of the school house. Accomodations of this type could be found at Malta and Hartsel. > No! (I don't think...)

Measles, chicken pox and the mumps spread quickly through the country school due to the drinking water system. The usual method was to have a bucket with a dipper in it at the rear of the room. Everyone drank from the same dipper except at affluent schools where each child brought their own cup and kept it in their desk. Later, the bucket was replaced with a crock jar with a little spigot that you turned to let the water out.

Outhouses at country schools featured one, two, or three hole accomodations. At Howard, Colorado the interior walls were wallpapered. A nice floral green which blended with the landscape was tactfully selected. Usually, the outhouses stood in opposite corners of the school yard. A modesty fence protected the school yard side and front of the outhouse for both sexes. Sometimes the coal shed and the outhouse would be one

building with the coal shed in the middle assuring privacy. Even brick schools would have outhouses made of wood. In later years, an outhouse built by the WPA would boast of a concrete foundation. Secrets shared with friends and pranks were also part of the outhouse experience.

Doyle school is a good example of the evolution of a school building. Built by hispanic members of the Doyle community, probably as early as the 1860's, the school represents a mixed ethnic culture adapting to their environment and building an adobe school. By the 1890's a front porch was added with nice decorative detail on the side. How many box suppers were needed to build that addition, one wonders? Or perhaps the porch came out of school revenues. The period from the 1860's to the 1890's was good for the region. The gold and silver miners in the mountains had needed the food that was grown on the plains. In addition to the original settlers, homesteaders came. Slowly, the water that had flowed in the Huerfano River to the Doyle area was being used up by the growing town of Walsenberg. Agriculture suffered and depleted the population. Still the adobe school stood and was used. With less revenue to run the school and fewer children to serve, the school didn't change much. Somewhere along the way the adobe began to wear and the school board, who we guess to be anglo, decided to add clap board to the sides of the building. This would replace the need to care for the adobe. Sometime in the fifties the school was closed due to consolidation. Over the years the Doyle school has had many faces. First it was the traditional adobe school,

then it was adapted to the newer anglo members of the community and made to look more American with the addition of the porch. Lastly, it survived the depression, clapboards and all.

What happened to the Doyle school is representative of the fate of many schools. A school district might have started with a log building, or in someones home, Then as the community prospered, the school may have been built of lumber or stone or brick depending upon the region. Or the school may have disappeared entirely because the population moved away, as was common not only in the mining communities, but on the plains with the homesteaders.

During the depression, school boards lacked funds to pay the teachers. New buildings were impossible. In these difficult times school board members would spend six full days moving the school house six miles to a better site for the school population. We have encountered two methods of moving schools. One was to jack up the school using whatever farm equipment they had and loading the school on one or two wagons. Then two sets of horses would slowly pull the load.

Skids were another means of moving a school. Pine logs were stripped of their bark and placed under the school. After the four corners were braced and the windows removed, the school was pulled by a team or teams of horses. As they were dragged the pine logs would ease the pitch and become more smooth as the school skidded along to its new site.

The school built by the gold and silver miners who had no plans to stay in the area reflected their intent. The school built by ranchers and farmers in agriculturally rich Beulah Valley reflected their economic stability. The school built by the coal mining communities reflected the company's attitudes. The school built in 1860 was different than the school built in 1900. All records of most of the country schools that have served Colorado are lost forever. With only the surviving schools that were built more recently and historic photographs to base our judgments on, it is unlikely that we can make accurate statements about the total architectual heritage of country schools. But one is inclined to believe that if the surviving schools are to a degree pleasing to the eye, the reality must have been even better.

THE COLORADO COMMUNITY AND THE COUNTRY SCHOOL

The country school provided the smallest known unit of community/government to be found in the United States. It was not unlike the rural village of Europe with the school replacing the role of the church. At the school all of the basic functions of society were enacted. You probably met your future spouse at a dance held at the school. You voted at the school. You worshipped at the school. You were educated at the school. And, occasionally, you were buried from the school.

The role of government and the school was essential to the well being of the community. As the polling place, the school provided the opportunity to participate in government on the national, state and local level. The district court met at the school. Politicians spoke to the community from the school house. It was here, at the school, that the community selected their leaders represented by the school board. These were people that you knew, perhaps since you were kids. True, the school board usually consisted of the most prosperous members of the community. If you lived in a mining community, the superintendent of the mine or largest mines was always offered the job. In southern Colorado coal mining communities the school was often named for the Superintendent. The Turner school at Delcarbon is an example. The stability of these communities is seen in that you could name a school for a superintendent and not worry about how to honor the next superintendent.

The school board represented direct representation in

government. With the exception of the county superintendent in charge of roads, and in later years the county school superintendent when they began to play a role in distributing state monies, the school board members were to have a determining role in the quality of your life. They determined not only the issues related to the education of your children, they decided who could use the school building and when. They were accessable. When you rode over to neighbor Jones' place to complain or better yet make a suggestion, his secretary couldn't say that he was in a meeting because you probably found him somewhere on his property working. Or you worked with him in the mine. This familiarity and accessability of the school board provided the members of a rural community with a sense of identity and of meaning. Repeated throughout the oral interviews was the statement "There were no strangers in the rural community." It must have been rewarding to be able to know, and know well, the people that they elected and to see the progress that their community made.

The school was also the social center for the community. The whole family participated in school functions. There was no special social center for the grandparents, high school hangout for the teenagers, or bar for the husband. Dances, weddings and even funerals were held at the country school. Originally the dances were offered as fund raisers for the school. Later the schools were merely the site for weekly dances.

Every teacher knew that it was their duty to provide at least two social functions for the community during the school year.

One teacher remembered that the first school he taught at had not had any school socials for some period of time. The teacher organized a picnic followed by a baseball game. The local residents so enjoyed getting together that they repeated the picnic for several weekends until winter arrived. In addition to picnics there were box suppers, pot luck suppers, pie socials, cake walks, birthday dances, and holiday events.

Christmas at the school was the social occasion of the year. The bag of goodies that all of the children received at the conclusion of the school program was the sole Christmas gift that many children were to receive. In the southern Colorado coal mining communities, it was originally the company that provided the bag of Christmas goodies. Later, after the strikes, the Union assumed the responsibility for providing the Christmas goodies at the school. And, somehow Santa knew the name of every child in camp, whether they were going to school or not. Everybody got the same goodies in their sack. One former employee of the Colorado Supply Company remembers packing the Christmas sacks in the 1930's. The bags were about twelve inches high and several inches across, very much like the popcorn bags you once received at the movies. In the bag would be a 4 or 5 pound bag of hard candy, several pounds of nuts and at the top an orange and maybe a popcorn ball. In agricultural communities very similar Christmas parties were held. The amount of the goodies varied. In one community, the teacher was given a set sum to spend on the Christmas bags. In the Gunnison area there was a box at the local store wherein people deposited money for the community's Christmas

bags. What is nicest about country school Christmases is that everyone was treated the same. The same sack went to all children.

The postman who contributed oranges to the Christmas party introduces the concept of the individual. Within the rural community, the individual could make a major difference regarding the quality of the life of their neighbors. Mr. and Mrs. Livesey in Pueblo County were from England and Mrs. Livesey had gone to a French finishing school. One former student who attended the school where Mrs. Livesey taught, appropriately named the Livesey School, remembered coming from a school house that had not been painted to a little red school house. At this school, the children had art lessons once a week and all were allowed to read books from the Livesey family library. In Las Animas County, one woman chose not to send her children to the local school and had private tutors instead. Nevertheless, this woman was always pleased to help with the local programs and encourage the neighbor's children to explore outside of their own community. One interviewee remembers that her brother was to come to Pueblo for a 4-H meeting at the State Fair and the lady who always helped with the programs found a suit for him to wear to Pueblo so that he would look proper. These are just two examples of the way that individuals could make a difference in the quality of their communities life.

Box suppers and pie socials not only provided an opportunity for recreation, but were designed to provide revenue for the school. One teacher remembers having a social and having the

school board decide to buy a basketball with the profits. This meant the teacher had to learn how to play basketball! At the socials it was not uncommon for two couples, who enjoyed each others company, to have an agreement wherein the men each purchased the item offered by the other gentleman's spouse and then eating together. The romantic Sir Gallahad whose purchase of a box supper for a sum far beyond the normal was a traditional courting activity. One wonders how much money a pretty lass with a bit of the flirt in her could have gathered for the school fund. It was not uncommon for the women who were interviewed to remember their "special" pie or box supper.

It would be interesting to know the first enterprising person who figured out that if the school desks were nailed onto strips of lumber rather than into the floor of the school, it would be easier to hold dances at the school. In the Virginian, Owen Wister tells the story of switching babies at a Wyoming dance. Researchers have found that Wister told few stories in the Virginian. What he did do was to join together the incidents he encountered during a trip to Wyoming. The switching of babies, locking a drunk cowboy in the trunk of a car, loves lost and found, these and every other romance and tragedy known to man happened at the country school socials.

Rural communities tend to be very stable. Families tend to live in the same area for generations. It was not uncommon for many of the families to be related. It was surprising how frequently you found the teacher being related to two or more families in the

school. One individual when asked about the marrying of the school teachers to the local men, responded by naming the man in the community and the teacher he had married. It was an impressive list. In a community on the West Slope it was permissable for the cowboys to attend school, particularly during the winter. One person told the story of how the cowboys came to school more to woo the teacher than to learn. For the women, the school offered a socially acceptable job if they did not marry. The Revolt of Sarah Perkins by Marian Cockrell, set in the Colorado Territory, tells the story of a long line of teachers who had come and, in the words of the dust jacket been "welcomed, wooed and won."

Once wooed and won, the next step was marriage and it was possible to be married at the school. What seems to have been more common was to be married at home and to have a social at the school following the wedding. Then as time passed, and we all hope it was at least nine months, there were children ready for Sunday School. This too was held at the school. Usually in the afternoon the service would be nondenominational, with a circuit rider minister occasionally performing the rites. Some of the more affluent churches in town would have as their mission a rural community and pay for a minister to perform periodic services. Ascension Church in Pueblo, Colorado provided the minister's visits for Saint Gabriel church at Undercliffe for the period from 1889 to 1902. At Brookside school in Fremont County, the catholics would hear mass once a month from a priest from Pueblo and later Canon City. Non-catholics had service Sunday afternoon. More often the services would be offered by a member

of the community. At the coal mining communities associated with the Colorado Coal and Iron Company, the school teachers were expected to teach Sunday School three Sundays each month. On the fourth weekend they were free to go and visit their families. The teachers would not teach the same students as during the week. Instead, the third grade teacher might teach the Sunday School for the sixth graders and so on.

Lastly, in times of trouble the school was there to help. During the 1913-14 coal strike, teachers at Segundo prepared breakfast for the school children each morning. In times of flood or Indian uprisings, the school was the refuge. On the 14th of May, 1880, news reached Mancos, Colorado that the Indians were on the warpath. Everyone hurried to the school house for protection. A log stockade had been built around the school house in case of such a danger. It was large enough for the wagons, horses and people. That the Indians never came is not the issue. The school house had been the community's sanctuary in a time of trouble.

There was no scribe who recorded the events that surrounded the school house. From community to community there were great differences. At times there were conflicts but they were resolved; sometimes quite simply. One such simple solution was found by the Mormon superintendent who did not approve of dancing. To solve his dilemma he turned the school over to a member of the school board when dances were held. Again and again the school served its own particular community in the way that community wished

to be served. This was not the era of the uniform program. Each individual community determined the role the school was to play.

The country school was also the communications center for the community. Not only did you learn the local news, but politics were discussed. In Huerfano County, the Democrats that were running for office would travel by car from one school to the next each election year. By pooling their resources, they could offer some refreshments and candy for the children. In one day, several schools could be visited. Since the County Superintendent was also running for re-election she could co-oridnate their visits with the teachers. The other political party was free to use the school in the same manner. As was the salesman who was selling periodicals, the medicine man and anyone else who wanted to reach the community.

One interviewee remembered a visit by a medicine man. After obtaining permission to use the school house, the local children were sent to tell all the neighbors that there would be a show that evening. This was the way the news of all school programs was spread, even to those without children. That evening the man played a stringed instrument, probably a guitar, and his wife sang. She and their children performed in a skit and then the man sold the bottles of medicine. According to memory, they sold well. If a program was held in the evening and the school did not have electricity or gas lamps, the parents would bring lanterns with them for the program.

It can therefore be seen that the country school was more

than the educational center for the community. The school was the center for government. It was the social center. Charities such as seen in the Christmas party gifts were held at the country school. Most religious observations were held at the school, although it was surprising to discover how many communities were without religion in any organized manner. The school was the communications center for the community and lastly the school was their sanctuary.

COUNTRY SCHOOL TEACHERS

Mention the word teacher and a stereotype immediately enters your mind. Meek, single, homely, stern disciplinarian, alone, these are the adjectives that come to mind. Was the teacher meek because she was naturally meek, or was the system so designed that the only way she could survive was by acting meek? The cause and effect of the teacher stereotype needs to be explored.

The teacher actually had little control over her school. One of the interesting lessons from the oral interviews was the lack of community prestige that the teacher felt she had. It had been assumed the teachers held an honored position in the community. From the interviews, one develops the strong impression that the teacher was not the community leader, nor was she particularly respected. Indicators of the role of the teacher can be seen in her lack of participation in the building of the school building, teacher's contracts, the power of the school board, the lack of training. All of these issues contributed to the role the teacher was forced to play. Her role was not self-designed but rather the by-product of the educational system.

At this point we will establish the custom of referring to the teacher as a female. In the earlier years there were a number of male teachers. In a survey of occupations available to women in Pueblo, Colorado, from 1870 to 1900, it was not until 1900 that teaching became the dominant occupation for women.

The school board was the authority in each school district. The three member board hired the teachers, fired the teachers, took care of the building, employed the janitor (if there was one), hired the bus driver and decided on the final selection of the textbooks. In other words, the school board controlled the school and the teacher. Many teachers returned to the same school they had attended as a child which weakened their position in the community as far as leadership was concerned. The country school teacher was usually right out of grammar school or high school, depending upon the era, with no teaching experience. This, too, weakened her position. One tale-bearing parent could ruin a career. There was no job security.

One teacher remembered being informed at mid-term, just before Christmas, that the school board had decided that they would no longer need a teacher after Christmas. They were going to send the children to the town school as it would be cheaper. The contract was not honored. It was surprising to learn how many teachers taught with only a verbal contract, especially after teaching more than one year at the same school.

After looking at a number of contracts, one is impressed by the issues that were included in a contract. Professional issues such as salary increases for additional training after obtaining a first level certificate are totally absent. What the contract does address is the time that the flag is to be flown in the morning, and when it is to be taken down in the evening. Also included in the contract is the importance of

keeping the blackboard clean and the school house clean. (See Appendix 2) One can argue whether these issues belong in a contract or not. What is significant is that the contract symbolizes the community's concept of the role of the teacher. If the role of the teacher is to keep the blackboard clean, then she is not an important factor in the community. If the teacher was valued, her contract would call for her to address issues of education. All children are to learn specific skills. All children are to learn to read. Isn't teaching the function of education?

Certification was the attempt on the part of educators to create a training program for teachers. In Colorado during the 1930's you could teach one year with a third level certificate. In order to teach the next year you had to go to school and pass the examination for a second grade certificate. Once you had a second grade certificate, you had two years to get the first grade certificate. Occasionally a teacher would use correspondence classes to prepare. Normally, the teachers attended college every summer. It is interesting to note that the school boards paid just enough so that the teacher, if she were frugal, could afford to send herself through the educational courses required to be a teacher.

Not many scholarships were available to teachers. As early as the 1920's, the Colorado Federation of Women's Clubs provided loans at 6% interest. Students were allowed to borrow up to $250.00 and had to prove need. (see Appendix 3) For single women who did not wish to marry, these scholarships and the

opportunity provided in the country schools were gratefully accepted. It must be acknowledged that if country schools, who would accept teachers with no background hadn't existed, many teachers would never have had the opportunity to become teachers.

One of the retired teachers that we interviewed had not finished high school until she was in her twenties. The rural school she had attended had only gone to the 8th grade. She was in her twenties when the high school was opened. The postman encouraged her to go on to high school. She did and went on to teach at other rural schools while she worked her way through college. As a teacher improved her qualifications, she generally moved on to better jobs which usually meant progressively larger schools until she was teaching in the city.

In addition to the problem of an insecure position with the school board, the country teacher was generally poorly trained for her position. More than one teacher said that their first training had been in the school room when, as upper grades-men they had been allowed to help the younger children. In the early days, the Country Superintendent had the sole discretion in the granting of certificates. Thus, a second grade certificate in one county required a higher degree of scholarship than a first grade in an adjoining county. It was not until 1881 that the uniform questions provided by the Colorado State Superintendent became the official test.

In 1861, the written county examinations covered seven topics. By 1876, the State Teacher's Association had been

established and they added six more subjects to the examinations. The topics for the 1884 teacher's exam included: arithmetic, U.S. History and constitution, reading, physiology and laws of health, penmanship, orthography, school law, botany, other natural sciences, grammar, theory and practice, and geography. Each year the tests became more difficult. A review of the questions for the county examination of Teachers for 1898 (see Appendix 4) indicates that the tests were orientated towards practical matters. Before the 1923 certification law, neither college credits nor professional training was required by the statutes for teachers in public schools. And, it was not until 1937 that the country exams were abolished and certificates were granted only by the state and it's approved colleges. Thus, from the beginning of public education in 1861 to 1937, Colorado left education primarily in the hands of the local community.

The issue of dismissal of the teacher must have had an impact on the teacher-student role. One elderly man was still embarrased to tell the story of a male teacher who was dismissed for touching a female student when he was reaching to catch a ball. It was also interesting during the oral interviews that several teachers knew of other teachers who had bad experiences. Two teachers took over schools wherein the former teacher had been driven away by the students. In one case, the students had taken to throwing rocks at the teacher. The new teacher kept on the move so that she would be a harder target. Other teachers told stories of teachers who were incompetent. One taught from

a rocking chair and another was so old that he would check role in the morning and not notice what happened to the students for the rest of the day. The seniors would leave for the day. Hardly a good eucational experience.

As late as 1934 at Hooker, Colorado, if a substitute was needed the teacher paid the salary. At Sargent, Colorado, the teachers received an extra $25.00 each month if they drove the school bus. The stories go on and on. Sometimes the episodes were little more than pranks such as the new teacher who rode her horse over to the school to find the children arranging a dead rattlesnake in a coil on the front step.

In Pueblo County in November of 1904, one school district called a meeting to allow the parents of the district to choose by popular vote, the teacher for the year. Establishing integrity as a teacher when your survival is based on popularity is difficult. One retired teacher when questioned about getting along with the local school boards indicated that those with good personalities got along fine, others didn't. Other issues that effected the country school teachers were poor salaries, medical and life insurance benefits and retirement pay.

Typical of the attitude of the period is the following observation from the Colorado Superintendent of Public Instruction, "A good teacher, under any probable disadvantage of situation, will do good work, while a poor teacher, with all possible advantages, will do poor work."[2] With this type of support from the eduational field outside of your community you were truly the

victim of the school board.

The student/teacher relationship was usually good (the country teacher was the nurse, hygiene instructor and Ann Landers of her region). Many teachers played with the children during recess. One teacher remembers a boy who knew more cuss words than his teacher had ever heard of. She asked him why he didn't try to say some good words instead. He replied "Damn it, I don't know any." So the teacher got busy.[3]

After the school board, the next most important person in the teacher's life was the County Superintendent. In 1900, the Colorado State Superintendent of Public Instruction stated that "the welfare of rural schools depended upon the skill and intelligence found in County Superintendents."[4] Since the County Superintendent held an elected office, she faced the same political problems as the State Superintendent. At the same time, the superintendents were devoted to the cause of education. Evidence of this dedication can be seen in the answer of one of the questions asked in the 1880 report of the State Superintendent. The question was: "What is your compensation for the year?" The reply was: "Seventy-five dollars out of pocket."[5] Not every individual could afford that type of support of education at the individual level. Perhaps this is why it was not until 1877 that every county in Colorado elected a county school superintendent.

Required by the state to visit each school within her district twice a year, most teachers only remember the superintendent

coming once. When Lily O. Baker of Pueblo County came, she would bring a sack of candy for the children and she would stay all day. Later in Huerfano County, Frances Nelson would bring a film strip with her during her visits. Mrs. Nelson's work is evidence of the beneficial difference that a good County Superintendent could make. She saw herself as a link between the state and the local level. In a 1966 article explaining the duties of a County Superintendent, she included the following duties: The general duty is to see that all children within the county are educated. The lesser duties were to check reports and distribute materials, answer requests for information from local, state and national agencies; furnishes records for teachers applying for pensions, promotes programs such as spelling bees and reading circle and to serve as an information center for parents, among other duties.[6]

For a visit to a school, the County Superintendent established some guidelines. In Pueblo County, Mary C. McNally prepared a sheet titled, "What to look for when visiting a Class." Among the concerns she identified were the appearance of the classroom, the classroom climate, individualized instruction, learning and the whole program. (see Appendix 5) In Huerfano County, the teacher evaluation report for 1971 was concerned with student motivation, skill in instruction, adequacy of daily preparation, etc. (see Appendix 6) These prepared guidelines indicate the Superintendent's desire to improve the quality of the classroom instruction and a concern for the developemnt of the teacher.

Now that the duties of the school board and County Superintendent have been discussed, what were the duties of the teacher? Sometimes it seemed the community was more concerned with what the teacher did as a person than what she did as a teacher. As late as 1915 the teachers at Sargent, Colorao were provided with the following rules.

1. You will not marry during the term of your contract.
2. You are not to keep company with men.
3. You must be home between the hours of 8 p.m. and 6 a.m. unless attending a school function.
4. You may not loiter downtown in ice cream stores.
5. You may not travel beyond the city limits unless you have the permission of the chairman of the board.
6. You may not ride in a carriage or automobile with any man unless he is your father or brother.
7. You may not smoke cigarettes.
8. You may not dress in bright colors.
9. You may under no circumstances dye your hair.
10. You must wear at least two petticoats.
11. Your dresses must not be any shorter than two inches above the ankle.
12. To keep the school room neat and clean, you must: sweep the floor at least once daily; scrub the floor at least once a week with hot soapy water; clean the blackboards at least once a day; and start the fire at 7 a.m. so the room will be warm by 8 a.m. [7]

The very existence of rules varied significantly from one

community to the next. If Aunt Molly was the teacher it would be a bit much to issue her a set of rules and if Miss Simm's father was on the school board she wouldn't need a set of rules. You probably wouldn't even need a set of rules if you hired one of your graduating students as the teacher for the next year. One superintendent, when questioned on how rules were changed, shared the story that when he took a position with one rural school community, their rules were so strict that no teachers would apply for positions with their board. As a means of improving the quality of their schools, the school board changed the rules.

During the later part of the 1930's and during World War II, when there was a teacher shortage, teachers began to openly break traditional rules, particularly the rule regarding marriage.

The issue of the single teacher has always been of interest. At the beginning of the study, one assumed that country school teachers were single, without exception! This was not true. Many married women taught. It is not difficult to imagine a rural community who had had a new teacher every year for the past five or more years asking Mrs. Smith who still had her certificate to teach. If her children had reached a certain age, one could assume that she probably wouldn't become pregnant during the school year. And, it certainly would solve the problem of having to find a new teacher every year. It is not unlikely that Mrs. Smith would also be less agressive about salary. After all, she lived in the community. She didn't

have to board with anyone and if the school board didn't hire her, where else would she find a job?

The cherry on top of the cake is that Mrs. Smith was a known quantity. In keeping with the tradition of no strangers in the rural community, Mrs. Smith was known to be a good person who shared the same viewpoints you did. Woe be it to her if she didn't, and wanted a job. City people are aware that country people solve disagreements among themselves differently. Country people work at settling differences without open conflict. As stated when the building of the school was an issue, the same people had to work with each other over long periods of time. They were neighbors and small differences could not be allowed to create lasting hostilities. At least not hostilities that were openly expressed.

In addition to hiring the married women, school boards could opt to not know that a woman had married. It is difficult to believe that in a rural community the carefullest of secret marriages would not be known. For some teachers, the rules resulted in long courtships.

Now that the rules that the teacher taught under have been discussed, what was she paid for her services. To begin with, she was not paid the same as men. Men with the same training and experience were better paid. This was not merely a local problem due to the prejudices of individual school boards. The Office of the State Superintendent implied that the services of men and women were not equal when in their forms. The

official stationary for recording school budget expenditures for 1899-1900 had separate columns for male and female. (In a review of the Table of Average Salaries in 1900, one notices that there were three women to every male, and even with a female domination in the occupation, men were paid better.) As a country teacher, you were in even worse circumstances because city teachers were paid better than you were, too.

Now that we have established that if you were a woman you were paid less, we will share with you that because of the sheer number of country schools there was mobility and that within three years of teaching, you could be the senior teacher in a rural school, and thus be identified as the principal. Come pay day you even received a little more money. In June of 1903, in Pueblo County, as principal you could receive as much as $75.00 while the other teachers received $50.00 a month for 8 months, however, not in cash, you received warrants which you had to have cashed. One teacher remembers having the unsigned warrant mailed to her each month and having to travel to the home of each of the three members of the school board to have them sign it. During the Depression, it was difficult to find someone who could cash your warrant. What happened was that the school district ran out of money and you were paid in warrants that could not be cashed. Some teachers were lucky and knew a banker or county treasurer would pay them the full sum and cash the warrants later. Most teachers were forced to sell their warrants to someone who could hold them until they were good. These individuals charged

the teacher a 10% fee for the service.

The depression was a trying time for teachers. At one period, Crawford, Colorado did not have enough money to operate a nine month school, so they had school one year for five months and the next year for four months. It took a child two years to make one grade. The teacher received only one half their usual income, plus they had the problem of the children forgetting much that they had learned during the long vacations.

Yet the depression was not the first time that teachers had faced difficulties. Rural education was always a struggle for the teacher. An 1873 Fremont County school report provides some indication of the problems faced by the teachers, as it states that the district had "no school libraries, no maps, no furniture, no nothing."[8]

COUNTRY SCHOOL TEACHERS FOOTNOTES

1. Colorado Superintendent of Public Instruction, Twelve Biennial Report December, 1900, (Denver: Smith-Brooks Printing Co., 1900), p. 28

2. Colorado Retired Teacher's Association, From Inkwell to Ball Point, (Denver: n.p., 1976), p. 135.

3. Colorado Superintendent of Public Instruction, Twelve Biennial Report December, 1900, p. 10.

4. LeRoy Hafen, ed., Colorado and It's People, (New York: Lewis Historical Publishing Co., Inc., 1948), 2: 159.

5. "Miss Frances Nelson Explains Duties of County Superintendent", Huerfano World (Walsenburg), May 19, 1966, p. 5.

6. Sargent Centennial Bicentennial Committee, Community Reflections, (Alamosa, Colorado: Ye Old Print Shoppe, 1976), p. 123.

7. LeRoy Hafen, ed., Colorado and It's People, 2: 165.

COUNTRY SCHOOL STUDENTS

A typical day for a country school student began at home with chores, followed by the walk or ride to school. Many of the children would meet other children along the route. Once at the school there was usually time to visit before school started at 9:00. On cold days everyone went directly into the classroom. One of the responsibilities of the teacher was to warm the school building before the children arrived. In later years there would be a flag salute. At the consolidated schools, saluting the flag was made into a ceremony with the children standing in lines followed by marching into the school room. Many school days began with a few songs and then the individual studies began. The youngest children would be called upon first. The State Superintendent provided a guide to classroom procedures for the country school teacher. (Appendix 7) The suggested schedule divided each subject into blocks of time, with a specific number of minutes spent with each grade. Fortunately, many country schools did not have students in all grades and more time could be spent with each grade. After a couple of lessons, there would be recess. Followed by more studies and lunch. Lunch was usually for one hour. After lunch, many teachers would read to the students, especially if they had been good. Then there would be more lessons and a recess. It was not unusual for the students to ride their horses during recess. On Friday afternoons there was the spelling bee or the ciphering competition. Once school was over, country children had to head for home. There were chores to do. Homework was seldom given because of the chores that each child had to do

after school.

Country children liked to go to school and were distressed when home responsibilities kept them at home. Girls were kept home to help mothers with young babies. If mother were ill it was not uncommon for an older girl to seldom be able to attend school. The boys were kept home to help butchering a hog or with the crops. Any activity wherein the help of the children could be of assistance was reason to keep a child home. How often a child was kept home depended on the economics of the family and the attitude of the family regarding the importance of education.

The issue of compulsory attendance at school is an important issue. The Colorado Legislature approved an act to secure for children the benefit of elementary education on April 18, 1889 which went in force on July 17, 1889. Unfortunately for country children, the law contained a provision relieving from educational responsibility the parents of children living more than two miles from a school house. The compulsory education act was assisted in the cities by the child labor legislation. As early as 1889, the legislature provided that no child under 14 years of age might be gainfully employed during the time school was in session in his district. In 1911 the Child Labor Law further regulated the employment of children. Many city children, such as Gene Fowler, would probably never have received an education if it had not been for the child labor laws. Obviously these laws were not designed with the rural child in mind. If you lived closer than two miles to the school, your parents probably had the school on their property which in turn was proof of their

interest in education. Many parents only considered the first few grades to be important. In 1880 in Pueblo County, of the 608 children listed in the school census, only 318 were enrolled, and 238 were in the first four grades. Need we say more?

The question of how many children were never sent to school will probably never be answered. Early state records indicate that an education was not received by all. The following table provides some indication of the number of children who did not receive an education, or if they did it would have consisted of just a few years.

[1]

Year	School Population	No. of Pupils Enrolled	Male Teachers	Female Teachers
1877	21,612	14,051	233	297
1878	26,473	16,621	226	341
1879	29,738	18,771	255	339
1880	35,566	22,119	247	431
1881	40,804	26,000	245	556
1882	49,208	31,738	257	630
1883	53,426	36,444	284	749
1884	56,242	37,872	328	795

Those who were able to attend usually were very good about attendance. The monthly attendance records for the Burnt Mill school for the year 1916-17 indicated a very regular attendance.

The attendance for the various school months were: September, 13; October, 16; November, 15; December, 16; January, 14; February, 16; March, 18, and April, 17.[2] Tradition expected one to find enrollment in September and April down. The only hispanic children in the school did come to school one month late. The cause for

their late arrival is unknown.

The inability to arrive at the beginning of school or to attend school on a regular basis was a barrier to education. Older children felt humiliated to be in the same grade with younger children. One man remembered not arriving until school had been in session for a couple of months and not knowing what was going on in the classroom. It was impossible to catch up. The story of a student who was not able to attend regularly, staying in the fourth grade for a number of years and then finally deciding not to try any longer was common. One senses that teachers would, out of compassion, pass a child on to the next grade for the first few years. Somehow the fifth grade had a mystique about it, and you could not be passed to the fifth grade unless you could actually do the work. Some teachers gave a 110% effort to provide an education for all students. One man who later became a teacher had been unable to attend school due to financial problems in the family. His small earnings as a hand for another family was needed. John Wilson, the Superintendent of Del Norte schools, circa 1896, would send another student out to him with his study assignments.[3] Regretfully, this drive for education was the exception. Many many rural Americans received little education.

Handicapped and retarded children encountered many difficulties. Their education was dependent upon the character of the teacher they happened to find at the district school. The policy seems to have been that any child was allowed to attend school as long as the teacher was agreeable. The acceptance of the student usually

was dependent upon the issue of whether they were a disturbance to the rest of the class or not.

For the retarded student, most teachers were content if they could teach the child to sit still and to write their name and do a few simple arithmetic problems. When we consider all of the special programs that can help retarded citizens today we are disturbed by the country school experience. On the other hand, every day the retarded child attended school, he was in contact with other children. He was not isolated, nor were the "normal" children deprived of the enriching experience of knowing someone who was not as able as they were. This acceptance of all of the individuals who were a part of the community is one of the good facets of the rural community. Did the school fail these children? No. If the purpose of education is to make us functional members of our community to the best of our ability, then the country school met the requirements for the education of the retarded. Today we isolate the retarded. Country schools were better humanists that we are today.

For the handicapped child the issue of who your teacher was made all the difference. One tragic interview was with an hispanic woman with a sight problem. Her first teacher recognized that she had a sight problem. Her parents were contacted and she was taken to a local doctor for an examination. In front of the child, the doctor told the parents to be good to her for she would be blind within the year. The child returned to school and was unable to learn because she could not see. For three years

she attended school and was treated as if she were retarded. Then the teacher left and another teacher came. The new teacher arranged to give her materials that she could see. Special attention was given to the child, and she began to learn. The doctor had been wrong. She did not go blind. When she married at 14, her husband arranged for her to have glasses. If the family had been more concerned, perhaps the story might have been different. What is frightening is the belief that her story was more representative of what usually happened than not.

The degree in which the teacher affected the life of the handicapped child was awesome. In reality, the role of the teacher in all of the children's lives was awesome. Can you imagine what it must have been like to attend the same school year after year with a teacher you did not like? She probably didn't like you either! For a teacher to stay at the same school for many years was as common as for a school to have a new teacher every year. It seems to have been an either/or situation. Either the teacher stayed a LONG time or the teacher changed frequently.

Of equal importance to the education of the student was the abilities of the teacher. The impact on the child lasted for life. Every asset and defect of the teacher was passed on to her students. How many musicians never became musicians? How many botanists never became botanists? The bible speaks of the sins of the fathers being passed onto their sons. Surely the sins of the teachers were passed onto their students.

Yet, children were glad to have a school to attend. In Colorado, their parents had probably attended school in a little log house. The Carlile school in Pueblo County was a representative early Colorado school. Built originally by Chas. J. Hobson as his home, the school was 12 x 14 feet. The log cabin had a dirt roof, a rough board floor, one door and three windows about two feet square. Built in 1870, it was given to the school board in 1880. Mr. Hobson made by hand the teacher and pupil desks and donated them to the district. For years, Mr. Hobson provided fuel for the school. The blackboard was of painted boards nailed to the walls. The second building in the district was erected in 1888. It was a frame building 16 x 20 with five large windows and plaster on the walls. The third building built in the district was of brick and was erected in 1916.[4] Three buildings and probably three generations of students. Progress was being made.

Rural communities had a practical approach towards education. The school building was a functional building. The education that occurred within the building was equally practical. Education was to prepare the child to fit into the home community. The fear of children leaving the region must have affected decisions regarding the focus of the child's education. Horace M. Hale, a County Superintendent expressed the prevailing educational expectations in the following statement: "One of the most important parts of a child's education is the acquirement of habits of punctuality, order, systematic study, neatness and obedience to the law." Entire chapters were devoted to the teaching of morals in school management texts. By 1906, in Pueblo County a list of 12 Morals

and Manners had been identified. They were obediance, cleanliness, politeness, truthfulness, kindness, honesty, order, punctuality, regularity, pure language, courage, obedience to conscience, independence and self respect, and love of country and duties of citizenship.[5]

The question of discipline in the country school is an uneven issue. Did teachers become disciplinarians because the students were unruly? Stories of country teachers being driven away from school because the students threw rocks at them and of children climbing in and out of windows during class indicates that discipline might have been needed. Country school children do not remember discipline being excessive. Having daddy on the school board did a lot towards maintaining restraint. One young lady was kept after school for excessive giggling. Her daddy was on the school board and the teacher was "spoken to." Children who attended city schools and country schools consistently remember city school discipline as being harsher. Another boy remembers the teacher taking his Bowie knife away from him. In Baltimore in 1880, there was a habit of children bringing firearms to school. The school board was in the process of proposing a rule forbidding it. In 1909, one Pueblo County school district voted to ban corporal punishment. Something must have happened because one week later they voted to reinstate corporal punishment. Later, teachers had to cope with children driving the family car to school while they were still too young to reach the pedals.

Transportation to and from school touched every country

child. After listening to former students, one is surprised that fatalities didn't occur more often than they did. One boy remembers horse racing with a friend and the friend's horse stumbling. The boy's chest was crushed by the pommel and he died in front of his classmates. A girl remembered not being allowed to go to school until she was big enough to walk the five miles, and her older brothers were frustrated when they had to carry her when she was tired. Children who lived more than a couple of miles from school usually rode a horse or burrow. One student asked to be transferred to another school district because he had to dismount and open and close four gates on his way to school. The school in the next district had an open route for him. Sometimes there would not be enough animals for each child to ride a separate mount. Riding together or taking turns always created minor problems. One child remembered having to replace the gunny sack in which feed for her horse was carried because her toe wore a hole in the sack by kicking it. One teacher provided English lessons for the hispanic neighbor children during the ride to and from school in the buggy.

Did you know that busing is not a legal requirement of the Colorado School Laws? In Creede, Mineral County, Colorado, the parents in 1980 are being paid a set sum to provide transportation for their children to school. In Pueblo County in 1929-30, in District 13, students were paid 10¢ a day for self-transportation to school.

The question of when schools began assuming the transportation function must be related to the issue of consolidation. In most

cases consolidation implied busing. The problems of consolidated schools for a rural community ~~is~~ are obvious. What is important in relationship to the student is the issue of non-consolidated schools assuming the transportation function to avoid the issue of consolidation. This issue will be discussed in more depth in the consolidation portion of the report.

Hot lunches is another function that some country schools assumed in response to consolidated schools. Rural families took turns providing hot lunches by bringing a pot of soup, beef stew or chicken and noodles. Each child brought their own fruit, cookies and service. The traditional lunch was left-over from dinner or breakfast. A cold biscuit, cold meat and fruit was common. Cold beans in a tortilla ~~was~~ were brought by hispanic children. Most children did not bother to bring a beverage. Water was the lunch liquid and fruit was not always available.

The old joke regarding what do you like best in school and the answer being recess is funny because it's true of everyone to a degree. Pom-Pom pull-a-away (Appendix 8), Fox and Geese (Appendix 9), and stick baseball were popular group games. Marbles (Appendix 10) and tops were popular with the boys. Playground equipment was limited. Swings were the most universal item. Next came the merry-go-round. In one school equipment catalog you can find an item called Giant Stride. Metal ladders are suspended from the head piece by means of a galvanized chain. The children hung on the ladders and swung around the pole like a tether ball. See-saw and slides were also popular.

If recess was the fun time in school, programs and the recitations you learned must have been the least fun. One woman remembered learning a song about roses and nosegays to sing at a program. A pretty long green dress was borrowed to wear for the program. Standing in front of the audience she became afraid and sang very softly. The lady never sang in public again.

The State Superintendent included in his annual reports, suitable materials for recitations and programs. In 1900, a poem by Celia F. Osgood Peterson titled "To the State Flower" was suggested for Colorado Day activities (see Appendix 11). For programs there was the Alphabet of Summer (Appendix 12) which provided a line for 26 children, or a patriotic play for five boys (Appendix 13). It's not hard to imagine a group of children lined up across a stage with wildflowers in their hands reciting "A is the apple-blossoms coming with the spring. B is the buttercups the merry May will bring."

Eight years of recitations and you were ready for the graduation ceremonies. An indication of the importance of graduating can be seen from the attendance at the first Monte Vista graduating class in 1893. Four students graduated and four hundred attended the ceremony. In the country school, the numbers may have been smaller, but the significance was none the less. Usually each student would have some part in the ceremony. The 1932 Turner school at Delcarbon graduating ceremony was representative. The parts of the programs consisted of a processional, invocation, class history, class prophecy, piano solo, class will, oration, saxaphone solo, lecture, songs, presentation of diplomas,

instrumental music and the recessional.

With the recessional the country students were frequently students no more. Some were able to go on to high school. Out of a class of eight, maybe two or three would go on to high school. High school meant long hours spent on a bus, which frequently was not a bus as all, but a regular passenger car. Before cars, country students who wished to go to high school would board with people. Chores done before and after school paid for the board.

Country school children grew up in isolation. Occasional trips to larger communities left little impact upon the education of the child. Your community's appreciation of education, your community's tax basis and your parent's attitudes determined your education. A country child was as limited by the eduational system as the country teacher.

COUNTRY SCHOOL STUDENTS FOOTNOTES

1. Colorado Superintendent of Public Instruction, Fourth Biennial Report, (Denver: Collier and Cleveland Litho. Co., 1885), p. 62-63.

2. Lena B. Turner, Teacher's Register of Burnt Mill School, District 44, Pueblo County, 1916-1917. Pueblo Library District.

3. Elmer Underwood, "The Story of My Life", San Luis Valley Historian, 2 (Fall, 1970): 12-13.

4. "District No. 30, Carlile", Carlile School File, Pueblo Library District.

5. Pueblo, Colorado School District 1, Pueblo City Schools, District 1, (Pueblo, Colorado: Board of Education, 1906), p. 30.

READIN, WRITIN, ARITHMETIC AND RECITATION IN COUNTRY SCHOOLS

The beginnings of public education in Colorado dates from the 1861 Territorial Legislature which made provision for the levying of district and county school taxes. Before public instruction was established, education was the responsibility of the parent; some responded, others didn't.

The earliest record of a Colorado school was in the San Luis Valley in 1859. Taken from the translation of the Silvia Diary, there is a statement that Jesus Maria Alarid, male, was put in charge of teaching catechism and the school. The fathers of the families paid him in grains, meat, goat and whatever else they had. As mentioned earlier, Joseph Doyle, at his own expense, had brought Oscar J. Goldrich to Pueblo County to educate his children. Doyle had purchased two miles of the Huerfano Valley in 1859 from Vigil and St. Vrain and established his family there. Doyle's wife Cruzita's maiden name was Sauso. Thus, we find that the two earliest schools in Colorado were located in either an hispanic community or an anglo-hispanic community.

The impact of the gold rush on Colorado's education system was that of unstability. The state was populated quickly with people who had no intention of staying. Those that did stay, brought varying educational traditions ranging from the Virginia tradition of eudcation being a family affair to the immigrant from countries in which the Catholic church was the center for education.

Even the casual inspection of the records provided by this study clearly tells us that Colorado's educational system was created amidst rapid change. The rapid turnover in the person of State Superintendent of Public Instruction is an indicator. All of the territorial superintendents were appointed. Some of the superintendents also served as state librarian, thus performing a dual function. From 1861 to 1875, there were six superintendents. They were: W.J. Curtice (1861-1863), W.S. Walker (1863), F.W. Atkins (1866), Columbus Nichols (1867-1969), Wilbur C. Lothrop (1870-July, 1873), and Horace M. Hale (July, 1873-1876). The longest period any of the territorial superintendents were in office was 2½ years. W.J. Curtice published the first set of school laws.

Beginning with statehood, the superintendent was elected for a two year term. In the period from 1876 to the turn of the century, Colorado elected nine different superintendents. By 1894, the first woman was elected to the post, Mrs. Angenette J. Peavy. In 1893, Colorado had become the second state to grant woman suffrage. Mrs. Peavy was among the first women to hold public office in Colorado. With a rapid change in the leadership in Colorado education, it was difficult to develop effective school policy. This, coupled with the office being filled by means of the political process, curtailed the effectiveness of the office.

The lack of direction/leadership from the state level was critical to the role of the country school teacher. Without a

strong state educational philosophy, each community was free to develop its own individual educational policies. The tradition of local rights is an American tradition. In the case of education, the efforts to provide equal rights resulted in unequal educational opportunities.

Public eudcation implies public funding of education. W.C. Lothrop, one of the early State Superintendents, envisioned that "Taxes raised for the purpose of education are like vapors which rise only to descend again in fertilizing showers to bless and beautify the land." [1] He went on to deplore "cheap schoolhouses, cheap teachers and short terms."[2] Evidently he did not perceive that the educational system that he was creating required cheap schools, cheap teachers and short terms. Schools have been primarily financed by property tax. The two main sources were the district and county taxes for homes, farms, businesses and industries. It was not uncommon for small school districts to fight over the inclusion of railroad lines within their district. Along the Arkansas River, school districts that were basically in the mountains, extended their boundaries so that their district included a few miles of railroad track, thus providing them with some of the railroad property taxes.

A review of requests for the transfer of land from one district to another reveals a tension in the community based on school funding. In 1925, Mr. Newkirk petitioned the Pueblo County School Superintendent to transfer from Lime School to

Doyle School all of the area that had been transferred to the Lime School when Doyle had no school. Lime objected, but the procecure for the transfer had only two requirements. The petitioners requesting the transfer had to represent a majority of all the legal voters of the portion of the school district being transferred, and the detachment of territory would leave not less than fifteen persons of school age in the school district. The Doyle-Lime conflict demonstrates one example of how Colorado's system of funding schools created a situation wherein districts were in competition with each other rather than working together.

The end result of education based on property tax was unequal educational opportunities. Districts with low valuations had little money to run their schools. Families that were already poor would be obligated to pass a higher mill levy in order to provide an adequate education for their children. In districts with sufficient property valuation, but with a small number of students in attendance, there was a reluctance to consolidate. The end result was a poor use of Colorado taxes for public education.

The federal land grant system to establish schools on the American frontier did not work in Colorado. On the plains, the designation of sections 16 and 36 provided equitable division of the land. Colorado's mountains did not honor the 16 and 36 section concept. If, by chance, the school section in a mountainous area was within the boundaries of a mining district, the Colorado mineral rights statutes limited the use of the land.

On the plains, early agricultural development was dependent upon the river system. The State Superintendent saw no future in irrigation. The few school sections on the plains which were fertile had been allotted to individuals prior to the creation of the school section statute. When the school lands had been previously assigned, the State Superintendent had to select other sections within the same land office district. (see Appendix 14 and 15) The leasing of the school sections was a limited source of funding, however most districts were opting to sell the sections to provide funds to establish schools. One needs to remember that in the early days of Colorado there was no system to build on, and that the creation of schools required sizeable cash outlays for buildings, books and equipment. It was only on the arid plains that the school sections survived the first decades of the state. During the homesteading boom of the early 1900's, due to changes in the homesteading laws, the Colorado school sections were used.

The attendance of students who were boarding or adults who wished to continue their education was hindered by the state's funding philosophy. As early as 1872, the Pueblo County School District Board Minutes record a decision to allow children to attend school free for the remaining months of the school year. Evidently, the community was charging a fee. By January 23, 1874, two years later, the same school board passed a resolution that no children were to be admitted to their district from any other district except with the written request of the Directors of the District or payment by the parents of their equal share

of the teacher's salary and other contingent expenses. Finances, not education were determining policy. During the same period, the board decided that all parents or guardians sending children to school shall furnish their quota of good pine or cedar wood, cut in proper length and delivered to the school house. In keeping with this, the division of equal responsibility among the families of the students, the teacher was also portioned out to the community. All of the parents and guardians of children attending the school were to take turns at boarding the teacher at $4.00 per week. Adults who wished to continue their education could attend school if there was room in the school building and if their attendance did not create a new grade in the school.

Footnote

By 1884, the state was trying to establish criteria for school districts to receive funding. One of the first guidelines was that no district would be entitled to state or county funds unless it maintained a school taught by a licensed teacher at least sixty days a year. That's twelve weeks of school, friend. Hardly an adequate period for any meaningful educational program. The annual tax base was providing schools with 61¢ per capita of the school population. The 61¢ was derived from annual county taxes of not less than 2 or more than 5 mills plus the proceeds of the penal fines which constituted the county fund and some from the state fund. We understand the penal fines to be court costs and some portions of the fines assigned to people before the courts. The state funds were based on state mineral rights that were held in the interest

of schools.

The annual school census determined the funding basis for the school district. During the 1890's, the school census enumerators were instructed to numerate the names of all persons between the ages of six and twenty-one years regardless of their mental or physical condition. The males and females were to be distinguished by giving in full the first names of all females. If the list was not filed with the County Superintendent by June 1st of the current school year, the district would forfeit it's money for the ensuing year. In 1898, District 24 filed their school census of twelve students on July 27th. Evidently, the due date was not rigidly enforced. The census was made out by the school district secretary and sworn to before an officer with a seal.

Another effort on the part of the State Superintendent to improve education concerned the issuing of warrants. In the 1900 annual report, the Superintendent was recommending that a state law be passed making the County Superintendent auditor of the school warrants. At that time it was the County Treasurer's duty to keep the school district's accounts, but it was not his duty to see if the money was well spent, or if the budget was overspent. In the same report, the superintendent observed that "the American taxpayer has not yet fully learned that it is cheaper to prevent than to punish crime, and doubtless, for some time yet the money needed to provide more room for school children in cities, better equipment in country districts and more professional teachers in both, will continue

to be applied to the maintenance of prisons and reformatories."[3]

Equitable funding of schools continued to be a problem. During the depression, the use of property taxes to provide revenue for schools resulted in shortened school terms and in the actual bankruptcy of some schools. In 1933, eight Benedictine Sisters from Mount St. Scholastica's convent in Atchison, Kansas took over the public school in Antonito. The school board had found it difficult to carry on because of financial troubles. The sisters provided a free education for fifty high school students and 140 grade school pupils. The school buildings remained the property of the public school board. No religious pictures were hung in the school rooms and the nuns taught in simple religious garb with no religious insignia.

It was the depression that changed the funding procedures for Colorado schools. In 1936, the citizens of Colorado voted to relieve the property tax burden by approving an amendment to the constitution providing for an income tax. The depression, enhanced by the drought, had severly affected the ability to pay property taxes. The schools were suffering. In 1937 and 1938 the legislature appropriated to the schools the state income tax revenues. By 1939, 65% of the revenue was diverted to the General Fund of the state, thus establishing a pattern of allocating 35% of the income revenue to schools.

For administrative purposes, the Colorado school plan is organized on the district plan. Each county is divided into administrative units. Based on procedures established in New England, the school districts are regarded as units of

state. First, second and third class districts were identified according to population. The same principles of organization classified cities and towns. At the head of the administrative unit is the Superintendent of Public Instruction. Elected by the people for two years, the superintendent had general supervision of schools. Among the duties assigned to the office were the collecting and tabulating of school statistics, the apportionment of state school funds to counties, the furnishing of blanks for the use of school officers and registers for teachers, and to administer the school law. When one considers that a school district could be established wherever there were ten or more children of school age, and once established could be continued indefinitely, even when there was no longer a child to educate, you gain some concept of the number of schools the superintendent was responsible for.

The County Superintendent was the next unit of government. Elected by the people for a two year term, the County Superintendent was frequently a woman. Nettie Freed is representative of many County Superintendents. She had taught for one year at Fruita and then at Centennial High School in Pueblo. She married and had five children. After the death of her husband in 1927, she was appointed the Pueblo County Superintendent, according to her obituary. It is more probable that she ran for the office unless at first she completed an uncompleted term for someone who had been elected. Mrs. Freed held the office of County Superintendent until she was elected State Superintendent in 1946. It was Mrs. Freed who worked and

campaigned for a bill to remove the office from politics and was appointed the first Colorado State Commissioner of Education. For married women to hold the office of County Superintendent after the death of their spouse was common. One wonders if the first term that the person held the office or ran for the office was an informal social security effort on the part of the local political parties in honor of the deceased. To keep the office, the woman had to be capable.

By 1900, the State Superintendent was seeking to consolidate Colorado Schools. In his annual report, he recommended that the district system be abolished and the county be the unit of administration with one board of directors for the entire county. He further recommended that the board of directors should be selected because of their fitness for the office and not elected. Had his suggestion been followed, the consolidation of county schools could have been significantly changed. As early as 1900, the ills of country schools were well known. The superintendent listed the following in his annual report: unequal taxation, short terms, unequal equipment, untrained teachers, poor pay for teachers, small schools, and lax supervision.

Marshall McLuhan introduced the concept of the medium being the message. In the case of schools, the system was the message. Just as the teacher was the victim of the system, so was the educational process. Readin, Writin, Arithmetic and Recitation were enhanced or limited depending on the system at

any given period of time. The obvious limitations were funds for textbooks. If your school district could not afford current textbooks, your students were not provided the best educational opportunities.

Oral interviews with teachers suggested that their classroom procedure was patterned after the classroom procedure they had experienced as a student. Just how strongly the Course of Study prepared by the Colorado Superintendent of Public Instruction changed the classroom procedure is unknown. Once that county exams for the graduating eighth grade class were required, one assumes that teachers paid close attention to the Colorado Course of Study. The first Colorado Course of Study was published in the Second Biennial Report of the Superintendent of Public Instruction in 1881. (see Appendix 16) Wilson's Series of Readers were taken as the basis for the plan. It was fun to note that the last suggestion was to paste the plan in the school register. By 1890, the Course of Study was prepared by the committee appointed by the State Teacher's Association. In 1900, the new Course of Study was prepared by the State Superintendent and seven of the leading educators in the state. By 1930, the Course of Study was an individual volume of 265 pages. The publication represents an attempt to establish a consistent pattern of education throughout the state.

In the company towns, an important issue was consistency in textbooks. For the coal miners who moved from town to town, the use of one textbook in one town and another in the next

placed a financial burden on the family. It took many years for the school boards to accept the responsibility of providing the textbooks for the students. The use of Wilson's Readers as the basis of the first Colorado Course of Study and a survey of the textbooks used by various school districts, indicates that the famous McGuffy readers were not widely used in Colorado. It was surprising to see the range of titles that were used. As early as 1884, the Colorado State Constitution stated in Section 16, Article 9 that neither the General Assembly nor the State Board of Education shall have the power to prescribe the text books to be used in the public schools. It was the duty of the school board to determine what books shall be used with the limitation that after the adoption of any book, it cannot be changed under four years.

From the oral interviews, we learned that the location of the sale of textbooks varied from community to community. Generally the teacher arranged with the County Superintendent to obtain the books for students who needed to purchase books. In the Gunnison area, one school district arranged for the students to purchase the books from the local drug store. In another community, the students purchased the books from the general store.

One wonders how often a country student had a new textbook. Younger children in the family received the books from their older sisters and brothers. If you were the oldest, you purchased your books or used from another family. Consistently,

teachers complained of the age of the textbooks they found in country schools.

Teaching aids have been around for a long time. One teacher claimed that she used actual oranges and apples for some of her arithmetic lessons. Marbles were used in another school. The Centennial Arithmetic Chart with stand sold for $7.00. Used to illustrate the first principles of arithmetic, the sheets were 24 inches wide and 36 inches long. Colored objects were used in teaching addition, subtraction, multiplication, and division. The additon page consisted of colored objects as listed:

2 butterflies plus 2 butterflies plus 2 butterflies equal
4 lemons plus 3 lemons plus 2 lemons equal
6 oranges plus 1 orange plus 4 oranges equal
8 apples plus 4 apples plus 1 apple equal
7 cherries plus 2 cherries plus 3 cherries equal

At Clover, Colorado Milne's Progressive Arithmetic First Book was used in 1914. Copyrighted in 1906, the edition used had been published in 1912. Both the person interviewed, and his brother had used the book. The family had moved to town after the fourth grade so the book was not sold. The family had paid 35¢ for the book. William J. Milne published twenty arithmetic books ranging in price from 25¢ to $1.50 for advanced algebra. The book used at the Clover school was designed to cover the first four years of arithmetic. Ciphering contests were as an important part of the classroom as spelling bees.

Organized like a spelling bee, the students took turns working arithmetic questions in their head. The use of a single book for several years was standard in country schools.

The readers must have been used until they fell apart. Not one turned up during the survey. The Reading Chart with stand from the Centennial Company sold for $6.00 around 1910. Titled the new Striker Primary Reading Chart it consisted of 36 charts each 30 x 38. The charts contained reading lessons, script and print combinations, word and sentence methods with phonetics, and, in fine print, instructions to the teacher for busy work, songs, including music, poems and stories. One page illustrated with two boys with a toy boat contained the following:

The boy has the boat
The boys have the boats
Have the boys pretty boats
The boys have pretty white boats
The little boy is Fred
Alice, Fred has my boat
My boat is white and yellow
Alice sat on Fred's boat
The little girl is bad.
Words learned: Fred, boat, have, sat, bad

A standard part of the classroom was the map case that hung on the wall usually to one side over the blackboard. The W. and A.K. Johnston drop door map cases held from 4 to 8 maps.

The case was made of oak and was dustproof and furnished with a key. The maps offered in the circa 1910 Centennial Supply Company catalog were of the United States, Europe, Asia, Africa, North America, South America, Eastern Hemisphere, Western Hemisphere and a World map.

Steps were taken in 1900 to establish school libraries. One develops a sense of the school libraries from the corner shelves that housed the library. Usually consisting of four shelves approximately four feet long, the children read the books and read the books. One woman remembered that she and all of her friends loved the story of the little girl whose mother died. It was very sad. When one looks at the classics in world literature, one wonders what percentage of what is considered to be the classics ever reached the hands of the country child.

Special learning programs were a segment of the school program. By 1924, Huerfano County was awarding certificates to students who spelled one hundred lessons correctly. The certificate was signed by both the teacher and the County Superintendent. The design motif on the certificate consisted of an eagle and a flag with the slogan "Better schools certificate of Award."

In 1906, Miss Katherine Craig, the State Superintendent sent a letter calling for the establishing of school gardens. These gardens would provide substantial and practical basis for reading, writing, language work, arithmetic and nature study. Her argument must have been a little lost on country teachers.

However, they probably would have agreed with her statement that the gardens would instill in students "the fundamental principals of right living."[4]

It is interesting that beginning in 1892, there was a learning program for the teacher called the Colorado State Teacher's Reading Circle. Sponsored by the State Teacher's Association, the County Superintendent was the manager of the circle in his county. The sole cost of membership was the price to two books read annually. If you completed the program, you received a certificate. The books for 1899-1900 were Hinsdale's Teaching the Language Arts and Eggleston's Beginnings of a Nation. For the 1900-1901 school term the books were Wilson's Nature Study Manual and Elson's Sidelights of American History.

Art and music found their way into the classroom. By the 1920's, individuals trained in music and the arts were hired by the school districts to teach a portion of a day at each school. One assumes that the art and music teachers salaries were paid on a portional basis by all of the schools that used their services. In 1917, certificates were not required of art and music teachers. In 1915 "Where the Columbines Grow" was adopted as the Colorado State song. Music instructors throughout Colorado must have been proud that a fellow educator, the Superintendent of Denver Schools, Arthur J. Flynn, had written the song while on a camping trip in the San Juan mountains. For most country schools, the music was simpler. At the Gibson School in 1914-15, Rube Konkle's two string dulcimer

furnished the music for occasional dances at the school.

The Arbor Day program in Lamar, Colorado on April 16, 1892 provides an indication of the type of music that was found in the classroom. The songs included "Marching Through Georgia", "Columbia", "Rally Round the Flag", "Yankee Boy", plus the not to be forgotten "What do we plant when we plant the tree?". Hymns were frequently sung in the classroom. One hispanic man didn't know for years that he had been singing traditional Protestant hyms in the classroom. He spoke no english and just sang along with the rest of the group.

The county nurse was also the country school nurse. In 1930, in Pueblo County, the nurse was Miss Kuicks. District 13 paid $75.00 towards her salary for the year ~~was~~ was willing to continue to pay their proportional expense the next year. It is not clear whether the school nurse, who was identified as the country nurse, also served the general county in some manner. What is evident is that it was a voluntary program, and had been well received by the school districts. By 1945, the Colorado statutes protected the physical child by making it mandatory that the teachers or principal in every public school shall during the first months of school test the sight, hearing and breathing of all pupils in his charge.

In the Delta area, home visitations by the teacher were compulsory at an early date. One superintendent was proud of the fact that when he was a rural County Superintendent, in the 1940's he knew the family of every student in his schools. He

felt that his intimate knowledge of the family provided him with a better understanding of the child. It was fun to notice in the annual report of the State Superintendent a note regarding interest in parent's meetings. While the superintendent considered the movement to be productive, he also considered the movement to be short lived. The record of visitors page in the 1916-1917 Burnt Mill register indicates an impressive level of parent visitation. At a school with 8 surnames, six parents visited the school with one mother visiting twice. There was only one hispanic family in the school and that mother did not visit the school. Listed among the visitors was the County Superintendent who came twice.

Also found in the 1916-17 Teacher's Register was the usual list of holidays plus some unexpected ones. There was Susan B. Anthony's Day on February 15th, Arbor day on the third Friday in April, Good Roads Day on May 9th, Peace Day on May 18, and Flag Day on June 14th. Good Roads Day must have had special meaning for the country students. One wonders how it was celebrated.

In the summary portion of the Burnt Mill School Teacher's Register for 1916-1917 a series of questions indicates the issues that were important in Colorado schools at that time The questions were:

1. Number of unabridged dictionaries in school. 1
2. Has the school a library? No.
3. Number of wall maps. 1. Kind. United States
4. Kind of blackboard. Painted

5. Has the school a national flag? No

6. Does the district own textbooks used by the pupils? Yes

7. Has the district a uniform set of textbooks? No

8. Was the state course of study employed? No

9. Was there any necessity for enforcing the compulsory law? No.

10. Did you enforce it? no answer

11. Was instruction given regarding the effect of alcoholic drinks and narcotics? Yes

12. Was the law regarding the sale of tobacco to minors observed? Yes

13. Was the law concerning lessons on the subject of humane treatment of animals observed? Yes

14. Was Arbor Day observed in accordance with the law? Yes

Of importance to the school districts was the care of the materials used in the school. By 1926, the Pueblo School District Number one had rules and regulations that identified the responsibilities of the pupils. Five of the rules specified how to take care of books. You were not to put pencils, papers or notebooks inside of the books. Nor were you to put the books too tight in your desk or on the shelves. If you should tear a book, you were to mend it with transparent tape and be sure that your hands were clean. Lastly, if any books required adhesive, you were to use paste and not glue.

The physical materials that were a part of the school were important to education. Usually the chairs and equipment were obtained from school suppliers, but not always. When the Pinon

school built a new building, the chairs and equipment were purchased from Montgomery Ward.

Better quality equipment could be obtained from the school suppliers, generally. For lighting in bad weather there were kerosene lamps. One lamp by each window was considered to be adequate. Venetian blinds or window shades were available for when there was too much light. In the Centennial School Supply Company catalog for circa 1910, concern was expressed regarding light. In a description of a school house they were offering for sale, that "to avoid crossing light, which is bad for the eyes of the people, all of the windows are placed on one side and in front." [5]

The Centennial School Supply Company, located in Denver, offered a complete selection of school apparatus and supplies via its catalogues. "A western house for western people" was their slogan. Judging from a map that indicated their postage charges, they served a region similar to that being surveyed by the Country School Legacy. The states included Arizona, Utah, Idaho, Montana, North Dakota, South Dakota, Nebraska, Kansas, Oklahoma, New Mexico, and Colorado.

Among the items offered for sale was a sectional school house. One had been installed in Adams County, Colorado. Designed to relieve crowded schools, the model was 25 x 31 feet and the catalog said it provided ample room for 45 to 50 pupils. The school weighed 12,500 pounds and cost $450.00. >HA!

Once you had your school, Centennial Company was ready to

sell you everything that went inside the school. School desks came in three desk variations. There was open box, sliding top and lifting lid. You will be surprised to learn that school desks came in six different sizes. Desk size one was to accomodate students ages 18 and older. Size 6 was for ages four to seven. If you didn't like the traditional desks that were arranged in rows, there was the "Denver Table desk". Originating in the Denver schools, the Denver desk was designed to leave room in the classroom for music, story telling and physical work. The desks were what we think of as traditional library tables with a storage unit running down the middle of the table. The children sat on either side of the table and had some privacy by means of the storage units.

For the penmanship lessons, children were offered the Esterbrook school pens. Nine different tips were offered. There was the modified short, the school tip, free hand, technical, natural short, college, extra fine, extra fine elastic and vertical. Note, there was no top for the left handed person. Fifty tips cost 45¢.

When you were not at your desk, you were probably in the front of the room room for recitation. At most schools, the traditional school desks were used. In the front of each row there would be a seat without the desk portion. This is where you would sit when it was your class's turn to recite. Some schools offered a recitation seat. Advertised as being convenient for supplementary seating for the classroom, the seat looked

like a park bench and would hold five or six small children. The benches came in four foot and six foot lengths.

The call for recess must have been a welcome sound when you were reciting. Once outside it would seem like minutes before the bell would call you back in. If your teacher used a hand bell it could range from 3 3/8 inches in diameter to 7½ inches in diameter and cost from 70¢ to $3.50. Some teachers used call bells. This was the type of bell where you hit a button on the top to make the chime sound. These ranged in price from 15¢ to 50¢. The pride of every school was the bell that hung in the bell tower. These bells ranged in diameter from 20 to 30 inches and with mountings, ranged from 160 pounds to 550 pounds. For your school to have such a bell it would cost from $8.00 to $32.50 in circa 1910.

Once the school bell rang for the close of the day and you were off for home, the Centennial School Supply Company had a school wagon to sell to your community. A number of schools did provide school wagons, but not a single person mentioned a school wagon like the one offered in the catalog. Most children rode in a farm wagon with benches in it. Sometimes the wagon driver would put windows on the side. How many children knew of the existence of commercial school wagons as they bumped along the long road home or to school? Built by the Wayne Company, the school wagons were four wheel horse powered. The U.S. Bureau of Education called for the wagons to be well built, strong, safe and warm. The wagons were to be covered and equipped with side curtains to keep out the wind and storm. Glass sides

were even better than curtains as the children would not then be sitting in semi-darkness. Being able to see the country as they pass along resulted in better conduct. Five models were offered by the Wayne company. The body lengths ranged from 10 to 12 feet with a seating capacity of 16 to 28 children. Costing from $155.00 to $225.00, the Wayne school cars were sold with the slogan that they would assure successful school consoldiation.

Once the children had left, the teacher was able to oil the floor of the school. Always anxious to serve, the Centennial Company pointed out to the potential customer that dust was a potent factor in the spread of such diseases as tuberculosis, typhoid feaver, erysipelas, diptheria, scarlet fever and pneumonia. At a cost of 65¢ for a gallon, what school district would endanger the health of the students by not purchasing this fine product. Didn't the advertisement state that when the teacher oiled the wooden floor it would reduce circulating dust eleven-twelfths!

Readin, Writin, Arithmetic and Recitation - do these functions constitute a school? Many rural citizens feel that the following poem by Henry Van Dyke expresses what a school education is:

What constitutes a school?
Not ancient halls and ivy-mantled towers,
Not spacious pleasure courts,
And lofty temples of athletic fame,
Not fashion, nor renown
Of wealthy patronage and rich estate;
No, none of these can crown

A school with light and make it great.
But masters, strong and wise,
Who teach because they love the teacher's task,
And find their richest prize
In eyes that open and minds that ask;
And boys with hearts aglow
To try their youthful vigor on their work,
Eager to learn and grow,
And quick to hate a coward or a shirk:
These constitute a school,
A vital forge of weapons keen and bright,
Where living sword and tool
Are temepered for true toil and noble fight.

READIN, WRITIN, ARITHMETIC AND RECITATION IN COUNTRY SCHOOLS

FOOTNOTES

1. LeRoy Hafen, ed., Colorado and It's People, (New York: Lewis Historical Publishing Co., Inc., 1948), 2: 164.

2. Ibid., p. 164.

3. Colorado Superintendent of Public Instruction, Twelve Biennial Report December, 1900, (Denver: Smith-Brooks Printing Co., 1900), p. 9-10.

4. Martha Benesch, Consolidation of the N. W. Districts of Pueblo County Schools into District 70 (in) 1950, Pueblo Library District.

5. Centennial Supply Company, School Apparatus and Supplies: Illustrated Catalogue no. 29, (Denver: n.p., n.d.) p. 41.

NATIVE AMERICANS AND COUNTRY SCHOOLS

When Native Americans are studied, the question of geographical boundaries arise. Many tribal groups called what we call Colorado their home. Following settlement by Europeans and Americans, the Native Americans were displaced. Today the only Native Americans who have reservation lands in Colorado are the Utes. Three of the original seven bands of Utes that once lived in Colorado live on two reservations. They are the Weeminuches (the Ute Mountain Nation), and the Mouaches and Capotes (the Southern Ute Nation).

Traditional education for the Ute peoples began with the Treaty of 1868 which included an agreement to establish a school house or mission building as soon as a sufficient number of children could be "induced" to attend. It was the responsibility of the agent to induce the children to attend. The cost of the school was not to exceed $5,000. By March, 1880, in another treaty, the United States government was again providing for the establishment of a school in the settlements of the Utes.

The concept of establishing schools for Indian children is symbolic of the cultural barriers that exist between Native Americans and the United States government. School houses and nomadic people are not harmonious. In the 1890's Native American children were faced with two types of schools. One was located on the reservation and the other was located away from the reservation and was usually an industrial boarding school called bonded schools.

The Dawes (boarding) Indian School at Santa Fe did not include Ute Indians in 1892, however the procedures followed there were typical. The older children attended school half day and worked under the instruction of a foreman the other half. The intent was to teach the children practical skills such as carpentry. The younger children attended school all day. The girls were under the care of the Matron and the boys the Disciplinarian. All were moved to and from meals, classes and meetings by military commands. The day began at 5:45 with a bell; the 6:00 bell took them to wash; and the 6:20 bell formed them into companies.

Even the better (more compassionate) teachers seemed to have difficulty in accepting the children as children. William Forest Howard's letters provide us with a compassionate record of life at the Dawes School. At the same time he seems unaware of the negative response one feels when he writes of the children being "easily managed" and of reprimands, of meals of bread and water, not to mention the "jail room".

One of the causes for punishment was to speak Spanish or Indian. No attempt was made to help the children adapt to anglo culture. Instead, the children were forced into European/American concepts. The assigning of names such as Henry Clay and Wade Hampton to Apache boys is indicative of the total disregard of the Native American Culture.

By 1928, many of the boarding schools for Ute Indians were discontinued and the Indian children were admitted to public

school. The Bureau of Indian Affairs clearly stated that the children were to attend the public schools in equality with white children. The Hunter Act of 1895 had provided the settlement patterns that made country schools in southeastern Colorado accessible to the Utes. Under the Hunter Act, Congress provided for individual allotments of land to be distributed to Ute families in the same manner as homestead lands were alloted under the Dawes Act. When all of the Ute families had been given land, the reservation status was removed and the land not taken was open to settlement. Homesteading by non-Indians resulted in a checker-board pattern across what was once the reservation.

Theoretically, the Indian children had the same educational opportunities as the other children in the region. Tribal records demonstrate that the children did not function well in the traditional educational process. Today the Ute children of Colorado still attend boarding schools and public schools and the education system continues to fail them.

SEX EDUCATION AND COUNTRY SCHOOLS

How did country schools handle controversial topics? As a means of obtaining some data on the question of controversial topics, questions were included in selected oral interviews on sex education. The responses were generally what had been expected. One teacher stated that there was no need. "These kids were growing up in the country." That is tantamount to saying there is no need to study American government because the students are growing up in America.

Two women that were interviewed brought along their autograph books from Delcarbon School during the Depression. The following selections from their autograph books indicates some of the social mores regarding sex and marriage as well as an indication of the type of information which was transmitted from one student to another.

1. Times are hard, boys are plenty, don't get married until your twenty.

2. My name is Juanita Martinez, Delcarbon is my station. All the boys leave me alone, until I get an education.

3. Love many, trust few, and paddle your own canoe.

4. Sugar is sugar, salt is salt, but oh how bitter, to kiss a boy's lips.

5. I am not an eastern beauty, I'm not a southern rose, I'm just a little northern girl, with freckles on my nose.

6. I'm not a northern beauty, I'm not a western rose, I'm just a little girl, with a pretty little nose.

7. When you get married and have twins, don't come to my house for safety pins.

8. I wish you luck, I wish you joy, I wish you first a baby boy, and when his hair begins to curl, I wish you then a baby girl, and when they both begin their sins, I wish you then a pair of twins.

Throughout the autographs runs a negative, almost bitter, tone. The issue of having twins was equal to a warning about the consequences of sex. Within the autographs are the advice to not marry early, to get a good education, to avoid boys, to worry about having children. The social messages are clear. Could the country schools have provided their students with a better understanding of their futures? Is not the ability to deal with controversial topics the desired result of education? It is not an issue of taking subjects that belong in the home and placing them in the school, rather the issue is that of educating people. One might conclude that sugar is sugar, salt is salt, education is not to tell you what is all about.

COUNTRY SCHOOLS AND COMPANY TOWNS

"Sixteen tons" and "I owe my soul to the company store" are well known images of the company town. Southern Colorado has the added image of unionism and the Ludlow massacre. When interviewing the descendents of coal miners, one story is almost always told. As the story goes, when there was a mining accident, the foreman would call down to the men, "Any mules hurt?" The second question would be "Any men hurt?" The narrator always goes on to explain that the company had to replace the mules and the miners were on their own. The consistency in which the story is told tells much about the coal mining communities. However, the dead mule story tells us more about the ending of the company towns than it does about the origin of company towns in that the conclusion of company towns is a well-told tale known by many. We will focus on why company towns were established and how they operated.

The company towns controlled by the the Colorado Fuel and Iron Company were industrial utopian communities in keeping with the utopian communities of the period. The fundamental difference between the utopian colony as generally known and the company utopian colony is that the force behind the movement came from the company and not the people. Traditionally, an utopian colony is comprised of individuals who removed themselves from the main body of society in order to create a model which others will follow. The goal of an utopian society is to establish a new social pattern based upon a vision of an ideal

society, especially in laws, government and social conditions. What the Colorado Coal and Iron Company hoped to create was the ideal employee. To achieve this goal, they attempted in the early twentieth century to design the social conditions within their company towns as to create a new society. The delicate line between a benevolent society and an "any dead mules" society is the history of the Colorado Coal and Iron Company's company towns.

The Colorado Coal and Iron Company was not alone in their efforts to create the perfect employee. In 1904, the company publication titled Camp and Plant published an article titled "A Corporation with a Soul". The article described the policies of the Plymouth Cordage Company of North Plymouth, Massachusetts. Among the services offered by the company were free kindergartens, model homes for workmen, trained nurses in case of accident or sickness, free concerts and exhibits, provision for athletic sports and a co-operative store. The article was published to establish that the efforts of the Colorado Coal and Iron Company were not unique.

The opening paragraphs of the article reveal some of the reasons why company towns were sponsored by corporations.

"The modern corporation is criticized most severely on the ground that is is impersonal and soulless. While it exercises legal rights, it is unmoral because impersonal. Its acts may cause death, but since it is not a person it cannot be indicted for murder...

The personal relations which once existed between the workman and his employer have ceased. The workman knows and is known by his overseer, who is under the orders of the superintendent, who is the hired servant to the manager, who in turn is under the orders of the corporation acting through a board of directors. The road from the working man to the stockholders, of whom he does not so much as know the names, is long and winding."[1]

Thus, a concern with the morality of big business coupled with a belief that society could change mankind led to the creation of company towns. John C. Osgood hired Dr. Richard Corwin to supervise his betterment program and in keeping with the best thinking of the era, the Sociological Department was begun.

How could any self-assured American question the propriety of replacing seven ill constructed dwellings occupied by thirty Italians and surrounded by five hundred goats with modern housing? Early company reports issued by the Sociological Department were eager to point out the poor dwellings that the immigrants were willing to live in. What the Sociological Department failed to mention was that the dwellings built by the immigrants followed the architectural styles of their homelands, and that many of the immigrants did not conceive of the dwellings as being their permanent homes. The sanitation advantages of a platted community are a point in the company's favor. In the oral interviews no one remembered any ethnic group being discriminated against in the selection of housing. What everyone

did remember was the casting out of the widow from company housing after the death of a spouse. And the rent which had to be paid whether you were working or not.

The same confidence that told the Sociological Department that company housing was for the benefit of the employees convinced them that forced medical care was needed. Since the immigrant did not speak English and was saving every penny to either move out of the coal mining or to return home, they were not willing to pay for medical care unless it was a life or death matter. Thus from each week's salary a sum was taken to cover any need for medical care. The philosophy was that if the employee had paid for the care he would use it. This was not always true. Many rural people had a deep seated distrust of the medical profession. Based on experience, the immigrant was right in his distrust. No poor family takes anyone to the doctor until it is a crisis. That the doctor was unable to save the patient is understandable. It is also understandable that given the failure of the medical profession to save the loved one, the immigrant did not think highly of their skills.

The paternalistic attitudes seen in the establishment of the company housing and medical care was extended to the schools. Technically, the schools were under the supervision of the County Superintendent of Schools and the school board elected by the members of the community. The reality of the situation was that the company was the principal property tax payer in the

school district and their every wish was essentially a command. In 1902 in a special Camp and Plant issue on public schools the company stated that:

> "It has been the general policy of the (Sociological) Department to enter as little as possible into the affairs of the public schools when such a course was consistent with their vigorous and progressive management. We have often asked the privilege of making suggestions, which in all but one or two misdirected districts have been kindly and willingly granted. We have always been willing to co-operate with and advise, but never to control; and this advisory relation we feel is imposed upon us inasmuch as we represent corporations paying from sixty to ninety-five percent of the taxes." [2]

How unfortunate indeed and how misdirected districts must have been who tried to not follow the companies suggestions! Nor was it possible to lie to the company because at least once a year the Visiting Committee, comprised of the mine superintendent and important company officials visited the schools. The Visiting Committee spent the entire day at the school and their arrival was always a surprise. In addition to school policy, the company had specific expectations for the teachers. In addition to teaching the already mentioned Sunday School classes on three Sundays each month, the teachers were to provide written accounts of events in the community for the company publications, and to prepare a program each Spring and Fall for the YMCA. To refuse to comply with company "suggestions" must have been hungered for. However, the ultimate wisdom of complying was clearly seen every day as the teachers walked to the school building the company had built and furnished!

The location of the school was always beyond the boundaries

of the company town. The County Superintendent must have insisted on the location. But what superintendent could have refused a good building? The series of school buildings built by the company circa 1900 were nearly of the same design. The school consisted of a 16 x 19 foot vestibule utilized for hats, coats, wraps and, in the case of the building having two stories, the staircases leading to the second floor. The vestibule opened by swinging doors into the school rooms about 30 x 33 feet each. Each room was calculated to seat fifty pupils. Ceilings were 11 feet high in the lower story and 10 feet in the upper. Four windows on the end and two in the back of each room furnished a glass exposure equal to one-fifth floor space. Between the school rooms, sometimes on the first floor, sometimes on the second, a special folding partition was hung on a track so that whenever occasion rendered it desirable, the two rooms may be thrown into one large room or hall. The buildings were plain but well made and serviceable. They were constructed under the supervision on a special Superintendent of Construction for the Sociological Department.[3] Still not content with their role in the school, the company offered to be the purchasing agent for school supplies because the company's purchasing agent was able to buy at wholesale rates. How generous?

Nor was the Sociological Department willing to stop with the school proper. Education was only one part of their four part program. The second segment of their program was to work in cooperation with existing institutions such as churches. The third portion concerned amusements such as recreation halls,

lectures, music and gymnasia. The final part of the program was sanitary work including company housing, baths and general sanitary work. The education features of the Sociological work included kindergartens, boy's and girl's clubs, domestic science work, night schools, reading rooms and libraries, circulating libraries, circulating art collections, and lectures.

Many of the programs offered by the company were welcomed. The circulating art collection focused on architecture, sculpture and painting and consisted of 360 ten by fourteen photographs. Some popular artists were included and one of the sets was on Egypitan architecture and another on "Michael Angelo's" sculpture. Each month the sets were changed. On the back of each photograph was a short description and interpretation. The department also owned several thousand lantern slides on art, travel, history, natural history, and hygiene.

Company doctors lectured on anatomy, physiology and hygiene. The lectures were delivered in the public schools and were intended to supplement instruction given by the teachers. The physiology lectures consisted of nine parts and included the skeleton, muscles, nervous system, skin and alimentary canal. The hygiene lecture series included food, beverages, exercise and clothing, parasites, infectious diseases, and sewage and refuse. The account of Dr. Baird's lectures at Pictou stated that "held at a convenient hour of the evening, Dr. Baird made his talk on the skeleton bright and racy, illustrated it with charts, and parts of a skeleton, showed a few chemical reactions

and sent his people away enthusiastic and asking for another lecture." [4]

The Night School Classes begun in 1901 were failures with the English speaking people, but were thoroughly successful with the Italians and a few of the Mexicans, Austrians and Slavs. Most of the students wished to learn English. With ages ranging from ten to fifty, the classes were held in the public school. Each man paid one dollar per month for the classes. Taught by the public school teachers, the fee went to pay the cost of lights and fuel.

Circulating libraries were sent from camp to camp. The fiction books were the most popular followed by history, biography and travel. With some funds coming from the community, the company also provided basic camp libraries. Some of the titles included were the Century Cyclopedia of Names, Webster's International Dictionary, Hayden's Dictionary of Dates, and Appleton's Universal Encyclopedia and Atlas in twelve volumes. By 1903 some foreign language books and periodicals were included. From today's perspective, the library service does not seem exceptional. However, how many small libraries today have foreign language materials for their citizens?

The Sociological Department was staffed by trained personnel. In one account of the activities of the woman responsible for the Sociological work in one particular camp, there was a note stating that she would be spending the summer at Hull House in Chicago in study. The nurses that were trained at Corwin Hospital

under the auspices of the Sociological Department were to provide medical care for all of southern Colorado. As the women married and moved out into other communities, their training frequently became the best medical care available for their region, not to mention the improvement in the hospital care. To continue the Sociological program during the summer, a number of college and university students were hired. The boys and girls clubs were their special area of responsibility.

The clubs for the children were an open attempt to mold the children. In a 1902 description of a "typical boy of a coal camp" illustrates the company's concept of their employees. It read as follows:

> His horizon (the boy's) has necessarily been limited; his whole training and environment has cultivated in him a narrow spirit, a selfishness which fails to see any good in a movement which does not benefit him personally. He is social, and ambitious to be thought 'grown up,' and sometimes even 'tough'. It is his delight to hang around saloons, listening to the ever present accordian, learning to drink - he is already a veteran tobacco-user - and taking fascinating lessons in profane and vile language." [5]

How disgusting! And, how disturbing if the conversations within the saloon were in favor of unions and critical of the company interferring with the lives of their employees! Yet, at the same time, one has to acknowledge that the company was right in some respects. The club meetings drilled the children in parliamentary law, and basically taught the children how to participate in American society. If the assimilation of the immigrant child was to occur, these skills were needed. The feminists of today would be pleased to note that

the Boy's Clubs also included cooking lessons. Boys ranging in age up to eighteen would scrub up their hands and faces and make themselves presentable for their cooking lessons. The Girl's Clubs were organized like the boys, only their activities were orientated towards practical domestic work and sewing.

Family life was included in the company's program. For the women there were cooking classes and sewing classes. The first cooking lessons were given by the company in October of 1901 with the theory that "good cooking prevents drunkeness." At one point in time, the company also provided baths. Later the existence of good bath houses for the men with adequate hot water was a labor issue. In 1902 the company was providing bath houses. The showers were arranged with overhead shower and moveable shampoo spray. These were used by the entire family. In some camps, due to the scarcity of water, pedal valves were used. When the foot was removed from the pedal the water ceases. Perhaps it was the water issue that later caused the labor problems?

Of the company's many programs for the development of the employee, the school was indicative of the relationship between the worker and the company. In one of our oral interviews, we talked with a man who did not go to school until he was nine years old. During the period that he was attending school, compulsory education had been law in Colorado for at least twenty years. Eventually his family sent him to school. One assumes that since he had not attended school previously to

nine years of age, it was the company that forced him to be sent. Yet from six to nine years is three years. The company town populations were not large. Surely, the school officials and the company officials knew that he was not in school. The boy's father was a strong individual who fought the company system. Were the company policies and concerns for the "good/docile" employee or were they for all. It would seem that the policies/values were selective. If the policies were selective, they were not policies for the good of all, but for the good of the company.

It is not insignificant that many of the labor problems were during periods of economic turbulance in the United States. The company's utopian policies were expendable when profits were small. It also must be noted the companies are not consistent. They reflected the values of the individuals who were leading them. During the period in which Osgood began the company towns and the Ludlow Massacre, the Colorado Fuel and Iron Company passed into the hands of the Rockefeller family.

Did the corporations create their own future by educating the miners? In an article titled "What the people think of the Sociology Deprtment," one man identified as Mr. G stated that "The Fuel Company has found out that it is a great deal easier to deal with educated men as miners than those who have not the least conception of a better life than spending all of their money in the saloon on pay night. They are doing this in the best way by helping to make the schools better." [6] What happened

between 1901 when the company set out to create the ideal employee and when the employee declared themselves Union men? Did the system fail or did the men who created the system simply fail to recognize that the goals of the company and the goals of the educated miner would not be compatible? Key philosophical questions, such as is man the product of his environment, are linked to our understanding of company towns in southern Colorado. Let us be content at this point to acknowledge that company towns are a more complex issue than most Americans have been willing to acknowledge and that in the case of the Colorado Fuel and Iron Company, the company towns were begun with good will and not as a plot to control or extort the employee.

COMPANY TOWNS FOOTNOTES

1. "Corporation with a Soul." Camp and Plant, vol. 5, no. 14, April 16, 1904. p. 333.

2. "Public School." Camp and Plant, vol. 2, no. 9, August 30, 1902. p. 213.

3. "The New Public School Building." Camp and Plant, vol. 2, no. 9, August 30, 1902. p. 214.

4. "Dr. T. D. Baird." Camp and Plant, vol. 2, no. 9, August 30, 1902.

5. "Boy's Club." Camp and Plant, vol. 2, no. 9, August 30, 1902. p. 204

6. "What People Think of the Sociology Department." Camp and Plant, vol. 2, no. 9, August 30, 1902. p. 219.

COUNTRY SCHOOLS TODAY

Are country schools a part of our past or our future? Throughout this report we have established that the problems of country schools were the result of the system and not inherent in the schools themselves. Most of the meaningful reasons for the consolidation of schools have been resolved. There is no lack of properly trained teachers today, nor is there a lack of materials. The funding of the schools has passed into the hands of the state as well as the local community. Instead, we find that the automobile, which seemed to answer the problem of rural schools by making busing possible, is itself endangering the quality of education. With the fall of 1980, fourteen rural school districts in Colorado are adopting the four-day school week.

Loss of identity has replaced isolation as the major problem facing Americans today. With television and radio no American is isolated! Instead, companies move families from community to community, the extended family that grew out of long associations within the same community are gone, and some are claiming that the family is in danger. The re-establishing of roots/identity would seem to be our greatest need and what community agency could better perform that function? It is our conclusion that country schools are a part of the future.

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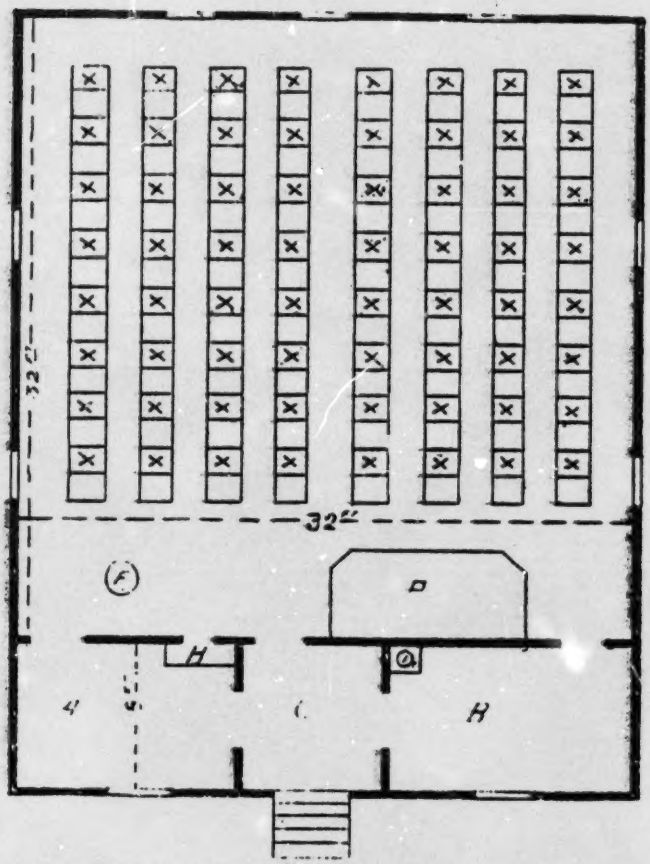

PLAN OF SCHOOL ROOM WITH SINGLE DESKS FOR SIXTY FOUR SCHOLARS.

A Boy's Wardrobe.	F Stove.
B Girl's Wardrobe.	H Teacher's Closet.
C Vestibule.	I Smoke Pipe.
E Ventilating Flue.	P Teacher's Desk.

Aisle between desks, 16 to 20 inches.
Aisle next to walls and middle aisle, 24 to 30 inches.

Plate 4 See Page 60

FOURTH BIENNIAL REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION FOR THE STATE OF COLORADO. AUGUST 31, 1883, NAD AUGUST 31, 1884.

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TEACHER'S CONTRACT

Miss Frances Nelson

Walsenburg, Colo.

At a regularly called meeting of the Board of Directors of School District No. 25 in Huerfano Co. County, Colorado, held this 1st day of September, 1925, you were employed to teach in the Cuchara Junction school for the period beginning Monday, Wednesday, Sept. 2nd, 1925, and continuing nine months, 192..., at a salary of One Hundred Dollars dollars per month, payable monthly or in twelve monthly installments in school warrants as provided by law.

The conditions of your employment are that you will faithfully observe the rules and regulations adopted by the Board for the government of said school, and that you will exercise reasonable diligence in looking after the preservation of all school property under your jurisdiction; that you will make promptly and correctly all reports of the school required by the county superintendent; that you will keep a correct register of the school, and file the same with the President or Secretary of the Board or the Principal of the school at the close of the school year as required by law; and that you hold a legal certificate under the laws of the State of Colorado. No teacher shall be dismissed without good cause shown, which includes a hearing. School must be called at nine A M. and held until four P. M. each day. Primary grade only may be dismissed at 3:30 P. M. Flag to be raised and saluted by school at nine A. M. Flag to be taken in at four P. M.

Other requirements: Teacher will supervise play on school ground and not allow any child to leave school ground during school hours except between the hours of 12 No and 1P. M.

Teacher has supervision over Janitor and must see that they properly perform their various duties and that school room is properly swept and dusted and black boards and windows cleaned when necessary Water jar to b washed and fresh water supplied daily and school room warm by 8:30 A. M.

Attest: ..., President.

C. E. Martin, Secretary. Alfonso Chavez, President

I hereby accept the above employment upon the conditions stated.

..., Teacher.

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APPENDIX # 3

Application for a Loan From the Scholarship Fund of the Colorado Federation of Women's Clubs

Date...June 29, 1926.....

I hereby make application to the Scholarship Committee of the Colorado Federation of Women's Clubs for a loan of $250.00 Dollars. If granted the loan I promise to return the money in monthly payment of at least ten dollars upon receiving regular employment; and further agree to pay interest at the rate of 6 per cent per annum on all unpaid balances ONE YEAR AFTER THE DATE OF MY FIRST PAYMENT to the Committee. I submit the following facts and recommendations:

Name of Applicant ..Esther Howarth.....

Home Address .1116 Cartarat St., Pueblo, Colo.....

Age .17..... Condition of health..The best.....

Graduated from what High School ..Central.....

Date of Graduation ..June 1, 1926.....

College you have entered or desire to enter ..Colorado College, Colorado Springs, Colo.

Date of Entrance ..September 1926..... When will you graduate? ..1930.....

What course are you taking or planning to take? ..Domestic Science or Mathematics.

State briefly on the back of this sheet the circumstances which make it necessary for you to have financial assistance in order that you may enter school.

We, the members of the Clayton Woman's Club and having membership in the Coloralo Federation of Women's Clubs, do hereby endorse the application of ..... for a loan of $250.00 from the Scholarship Committee of the C. F. W. C., believing in her honesty, integrity and ability to repay the loan. We also agree to keep in touch with the work of.....until her debt is paid

President .....

Secretary ..Lucille B. Pope.

This application blank will be returned to the endorsing Club when payment in full of loan has been made.

I am desireous of this amount for one year [illegible] each year until I graduate unless my financial conditions change.

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As my father has met with several reverses in business and health, and having a sister and brother, and no mother it would be impossible for me to obtain a college education, which is necessary in order that I become a teacher, unless I am granted a loan scholarship through this organization.

Esther Haworth

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APPENDIX # 4

QUESTIONS FOR THE COUNTY EXAMINATION OF TEACHERS, DECEMBER 16 AND 17, 1898.

FIRST DAY, A. M.

ARITHMETIC.

1. What will be the cost in United States money of a cylinder of oil whose diameter is 3 feet, and whose length is 4 feet, if oil is worth a franc per gallon?

2. What is the mental effect of the study of arithmetic?

3. Show how the following problem should be solved:

Reduce 4 bushels, 1 peck, 1 pint, to pints.

4. A roof is covered with shingles put 8 inches to the weather; what is the cost at $12 a thousand if the roof is 80 feet long and each side is 30 feet wide?

5. A has a circular garden 11 feet in diameter and wishes to lay out another 16 times as large; what must be the diameter of the latter?

6. How large a square can be cut out of a circular yard 100 feet in circumference?

7. How many acres in a triangle whose base is 40 chains, and altitude 36 chains?

8. An agent's commission at 2 per cent. is $320; what sum did he remit to his employer?

9. Define draft, sight draft, exchange.

10. Explain in metric numbers the rate of a train running 30 miles an hour.

THEORY AND PRACTICE.

1. What are the purposes of history?

2. Distinguish between theory and practice in pedagogy.

3. What are a teacher's duties at noons and recesses?

4. What subjects should form the basis for the theory and practice of teaching?

5. Define *judgment*. Define *will*.

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READING.

1. What are the essentials of good reading?

2. In order to teach pupils to read poetry well, what points should be made prominent?

3. Define inflection; emphasis.

4. Name five noted American authors, and give title of selection written by each.

5. Why does a child make no mistakes in emphasis or inflection while talking?

FIRST DAY, P. M.

NATURAL SCIENCES.

1. What phenomena does the interior of the earth produce?

2. Upon what are coral islands built?

3. Where is the most remarkable glacier region?

4. Define *weight, capillary attraction.*

5. What is centrifugal force? To what property of matter is it due?

6. What relative position does the earth occupy in the solar system?

7. What are the equinoxes?

8. Describe the phenomena resulting when a beam of sunlight passes through a prism.

9. Define *cohesion; adhesion.* Illustrate each.

10. Define gravitation.

CIVIL GOVERNMENT.

1. Why did the framers of the Constitution make no mention of the qualifications of vice-president?

2. What is the object of the various committees in both the Senate and the House?

3. Name all the political divisions.

4. If a person is prosecuted for theft, who is plaintiff?

5. What constitutes the supreme law of the land?

ORTHOGRAPHY.

1. Give five rules for spelling.

2. What are derivatives and how formed?

3. Define a letter; an elementary sound. Distinguish between orthography and orthoepy.

4. What is a diagraph? Give example.

5. What is the use of a spelling book?

6-10. Spelling as shown in all the papers of this examination will count one-half in the marking of orthography.

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SECOND DAY, A. M.

GRAMMAR.

1. What modifications have adjectives?

2. Write a sentence having an infinitive used as (a) the subject of a finite verb; (b) the object of a transitive verb.

3. State the difference between the indicative and subjunctive modes.

4. Explain what is meant by *to decline a word*. Which parts of speech are declined?

5. Give example of a participle as the object of a transitive verb.

6. To what is an adverb equivalent?

7. What is involved in the expression of a thought?

8. Outline a lesson on nouns.

9. Give the rule for the introduction of technical grammar into the school curriculum.

10. What place should letter writing have in the study of grammar?

GEOGRAPHY.

1. Show by a drawing the meaning of each of the following: lake, isthmus, cape, strait, peninsula.

2. What two places on earth have the greatest difference in latitude?

3. What are geysers? Name two important geyser regions.

4. State the form of government maintained by eight countries of Europe. Define each form.

5. What relative position on the earth's surface do places occupy to have the same length of day?

6. State concisely how geography should be taught to beginners.

7. In what states are the following largely produced? Iron. Lead. Gold. Corn. Cotton.

8. Name five great river basins of North America.

9. Name and locate the most important seaport of England, France, and Germany.

10. Name the states bordering on the Mississippi.

SCHOOL LAW.

1. Of what does the public school fund of Colorado consist?

2. What is the penalty for a county superintendent's failure to make report to the Superintendent of Public Instruction?

3. How may a Union High School be established?

4. To whom are the public schools of the state open?

5. In districts of the third class, what is the method of proceeding in calling a special meeting?

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SECOND DAY, P. M.

UNITED STATES HISTORY AND CONSTITUTION.

1. Mention a prominent cause of the rise of New York to the rank of first in population.

2. On what grounds did Patrick Henry oppose the Constitution?

3. What is the *Associated Press*? Its purpose?

4. What nations took an active part in exploring North America?

5. Under what dominion were the colonies?

6. Who wrote the Declaration of Independence?

7. When were the "Stars and Stripes" adopted as the emblem of our nationality?

8. What was the Gadsden purchase?

9. Who was the most eminent literary, political and scientific writer of the United States?

10. What should constitute the work of history in the seventh and eighth grades?

PHYSIOLOGY.

1. Give the composition of bone, and tell how it changes from infancy to old age.

2. What are the functions of the liver?

3. What is the outer layer of the skin called? Describe its structure.

4. Locate the salivary glands. Give their functions.

5. Locate the following membranes: (a) pericardium; (b) pleura; (c) synovial membrane; (d) mucous membrane.

6. What provision is made by nature for keeping the body at a normal temperature?

7. Mention a poisonous substance excreted by (a) the kidneys, (b) the lungs.

8. How does the nutriment dissolved in the blood reach the cells remote from the capillaries?

9. For what purpose is food cooked?

10. Name three organs of the body that are never at rest.

WRITING.

1. Why is movement necessary to good writing?

2. What work in penmanship should be given second grade pupils?

3. In writing loops, what point should be taken into consideration?

4. How may the position of a loop be tested as to slant?

5-10. The penmanship, as shown in all the papers submitted, will count one-half in the marking of writing.

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APPENDIX # 5

WHAT TO LOOK FOR WHEN VISITING A CLASS

The Classroom

1. Is the classroom an attractive, clean, orderly place where pupils come willingly to live and learn?

The Class Group

1. Is this a friendly group in a wholesome atmosphere?
2. Is there a spirit of togetherness?
3. Do members show consideration and respect for others?

Classroom Climate

1. Would you like to have your child here?
2. Is the situation lively and stimulating?
3. Are worthwhile things going on that genuinely interest the pupils?
4. Is there freedom without license?
5. Do pupils show initiative and self-control?

Individual Needs

1. Does the teacher show respect for the pupils as persons?
2. Does the teacher notice how each pupil differs from the others?
3. Does the teacher try to meet the needs of pupils?
4. Is there a variety of materials, activities?

Learning

1. Is real learning going on?
2. What is the group trying to accomplish?
3. Does the work show good planning?
4. Does it move along in a business-like manner?
5. Is there a continuous evaluation going on?

The Whole Program

1. Try to get a look at the program this group follows a full day or week.
   a. Does it appear to be well balanced?
   b. Does it include the 3 R's plus other fundamentals such as these 4 R's:-
      (1) Skills in Relations with others?
      (2) Sense of Responsibility?
      (3) High degree of Resourcefulness?
      (4) The capacity for Reasoning?
   c. Do pupils learn to work both independently and together?

Mary C. McNally,
County Superintendent

APPENDIX # 6

TEACHER EVALUATION REPORT

Name [illegible] Date [illegible] 1971

Assignment [illegible] Years in District [illegible]
(Including present year)

The itemized teaching characteristics shall be evaluated by the teacher and principa

The following code shall be used: 1. Excellent, 2. Thoroughly Satisfactory,

3. Detracts from teacher's effectiveness, 4. Unacceptable

T. Teacher self-evaluation rating, P. Principal rating

		1	2	3	4
1. Classroom management and discipline	T		✓		
	P	✓			
2. Initiative and enthusiasm	T		✓		
	P	✓			
3. Knowledge of subject content	T		✓		
	P	✓			
4. Adequacy of daily preparation	T				
	P		✓		
5. Student motivation	T				
	P		✓		
6. Skill in instruction	T				
	P	✓			
7. Use of enrichment activities	T				
	P	✓			
8. Pupil and parent rapport	T				
	P	✓			
9. Student evaluation procedures	T				
	P		✓		
10. Care of physical facilities	T				
	P	✓			
11. Quality and modulation of voice	T				
	P		✓		
12. Personal appearance	T				
	P	✓			
13. Punctuality	T				
	P	✓			
14. Relationship with other staff	T				
	P	✓			
15. Cooperation with administration	T				
	P	✓			
16. Professional growth	T				
	P		✓		
17. Composite evaluation	T				
	P	✓			

18. Employment recommendation (Non-tenure personnel only)

_____ 1. Recommended for continued employment.

_____ 2. Recommended with reservation (See planned improvement program)

_____ 3. Not recommended for continued employment. (see principal's comments.)

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SAMPLE DAILY SCHEDULE FOR A ONE TEACHER SCHOOL

Time	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Grade Seven	Grade Eight
9:00	Opening Exercises—Inspection—Planning Day's Work							
9:15	Reading and Seatwork	Reading and Seatwork	Reading—Grades or Ability Groups					
10:00	Intermission							
10:15	Composition		Composition		Composition		Composition	
10:30	Handwriting—Supervised Practice Period							
10:45	Intermission—Free Play							
11:00	Spelling—Grades or Ability Groups							
11:15	Number Experiences May Be Dismissed Early	Number Experiences	Arithmetic—Small Group and Individual Work					
12:00	Noon—Lunch—Free Play							
1:00	Science and Health Units		Science and Health Units				Science and Health Units	
1:30	Social Studies Units							
2:00	Reading	Reading	Social Studies Units		Social Studies Units		Social Studies Units	
2:30	Physical Education—Directed Play							
3:00	Music—Monday and Wednesday Art—Tuesday and Thursday Free Activity—Friday							
3:30	May Be Dismissed Early	Literature—Free Reading—Mon. Tue. Wed. Thurs.					Free Activity—Friday	

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SAMPLE DAILY SCHEDULE FOR A TWO TEACHER SCHOOL

Grades One Through Four

Time	Grade One	Grade Two	Grade Three	Grade Four
9:00	Opening Exercises—Inspection—Planning Day's Work			
9:15	Reading and Seatwork	Reading and Seatwork	Reading—Grades or Ability Groups	
10:00	Intermission Composition		Composition	
10:30	Handwriting—Supervised Practice Period			
10:45	Intermission—Free Play			
11:00	Spelling—Grades or Ability Groups			
11:15	Number Experiences May Be Dismissed Early	Number Experiences	Arithmetic—Small Group and Individual Work	
12:00	Noon—Lunch—Free Play			
1:00	Science and Health Units		Science and Health Units	
1:30	Social Studies Units			
2:00	Reading	Reading	Social Studies Units	
2:30	Physical Education—Directed Play			
3:00	Music—Monday and Wednesday Free Activity—Friday Art—Tuesday and Thursday			
3:30	May Be Dismissed Early		Literature—Free Reading—Mon. Tue. Wed. Thurs. Free Activity—Friday	

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SAMPLE DAILY SCHEDULE FOR A TWO TEACHER SCHOOL

Grades Five Through Eight

Time	Grade Five	Grade Six	Grade Seven	Grade Eight
9:00	Opening Exercises—Planning Day's Work			
9:15	Reading—Grades or Ability Groups			
10:00	Composition		Composition	
10:30	Handwriting—Supervised Practice Period			
10:45	Intermission—Free Play			
11:00	Spelling—Grades or Ability Groups			
11:45	Arithmetic—Small Groups and Individual Work			
12:00	Noon—Lunch—Free Play			
1:00	Science and Health Units		Science and Health	
2:00	Social Studies		Social Studies	
3:00	Physical Education—Directed Play			
3:30	Music—Monday and Wednesday Art—Tuesday and Thursday Free Activity—Friday			
5:30	Literature—Free Reading—Mon. Tue. Wed. Thurs.		Free Activity—Friday	

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POM POM PULLAWAY

5 to 30 or more players — *Intermediate grades*
Out of doors — *to junior high school*

This game is often played between the curbings of a city street, but is suitable for any open play space which admits of two lines drawn across it with a space of from thirty to fifty feet between them. All players stand on one side behind one of the dividing lines, except one player who is It and who stands in the center of the open ground. He calls any player by name and adds a formula, as below:

"John Smith, Pom Pom Pullaway!
Come away, or I'll fetch you away!"

Whereupon the player named must run across the open space to the safety line on the opposite side, the one who is It trying meanwhile to catch him before he reaches that line. If he gets over safely, he remains there until all of his comrades have joined him or have been caught. Anyone caught by the one who is It joins the latter in helping to catch other players as they dash across the open space, but the one originally It remains the caller throughout the game. After all of the uncaught players have crossed to one side, they try in the same way to return to their first goal. The first one to be caught is It for the next game.

Players should give the chaser as much difficulty as possible in catching them by making feints in one direction and suddenly running in another, or by running diagonally instead of straight across, etc.

BANCROFT JESSE H. GAMES. NEW YORK: MACMILLAN COMPANY. 1937

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FOX AND GEESE

(Fox's Tail)

(For other games sometimes known by this title, see *Broncho Tag*, *Fox Trail*, and *Naughts and Crosses*.)

10 to 30 or more players — *Junior and*
Playground; gymnasium — *senior high school*

One player is chosen to be fox and another to be gander. The remaining players all stand in single file behind the gander, each with his hands on the shoulders of the one next in front. The gander tries to protect his flock of geese from being caught by the fox, and to do this spreads out his arms and dodges around in any way he sees fit to circumvent the efforts of the fox. Only the last goose in the line may be tagged by the fox, or should the line be very long, the last five or ten players may be tagged as decided beforehand. It will be seen that the geese may all co-operate with the gander by doubling and redoubling their line to prevent the fox from tagging the last goose. Should the fox tag the last goose (or one of the last five or ten, if that be permissible), that goose becomes fox and the fox becomes gander.

A good deal of spirit may be added to the game by the following dialogue, which is sometimes used to open it:

The fox shouts tantalizingly, "Geese, geese, gannio!"
The geese reply scornfully, "Fox, fox, fannio!"
Fox: "How many geese have you today?"
Gander: "More than you can catch and carry away."

On this challenge the fox begins his chase for the end goose.

This game is found in almost all countries, under various names and representing different animals.

BANCROFT JESSE H., GAMES. NEW YORK: MACMILLAN COMPANY, 1937

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MARBLES

(Ringer)

Playground — *Intermediates to adults*

Play with marbles is one of the most skillful of traditional games and its appearance is usually considered a sure sign of the return of spring. It is one of the very interesting and perennially popular playground activities, played by both boys and girls, and not unknown in colleges. Some city playgrounds have organized marble tournaments on a district, neighborhood, and city-wide basis. The rules adopted by recreation executives under the auspices of the National Recreation Association, are as follows:

RINGER is played in a ring ten (10) feet in diameter, with thirteen (13) marbles arranged in the center on a cross. The object is to shoot these marbles out of the ring, the player shooting the largest number of marbles out of the ring in any one game being the winner of that game. From two to six may play in one game in Ringer, except that in championship matches only two play. In preliminary eliminations as many as six play in one game. All tournament play is for fair, and marbles must be returned to owners after each game.

Rule 1 — Equipment

1. The playing surface shall be a smooth, level area of ground, hard clay, or other suitable substance. The ring is inscribed upon this area, 10 feet in diameter (inside measurement), and all play is within this ring. The outline of the ring shall be approximately one-half inch wide and one-half inch deep to aid the judge in determining whether marble or shooter is out. (A local committee may use another method.)

2. With the center of the ring as a point of intersection, mark or paint two lines at right angles to each other to form a cross, which shall be a guide for placing the playing marbles. It is recommended that markings be omitted when a cardboard or metal spacing gauge is used. Place one marble at the center and three each on the four branches of the cross, each marble three inches away from the next one.

3. The lag line is a straight line drawn tangent to the ring and touching it at one point. The pitch line is a straight line drawn tangent to the ring, directly opposite and parallel to the lag line.

4. Playing marbles shall be round and made of glass, and shall be not more than five eighths of an inch in diameter. All marbles in any one playing ring must be of uniform size. (A local tournament committee may use agate or glass marbles.)

5. Shooters shall be round and made of any substance except steel or any other metal, and shall be not less than one-half inch nor more than six eighths of an inch in diameter, by exact measurement.

Rule 2 - Plan of Game

1. The lag is the first operation in Ringer. To lag, the players stand facing the pitch line or knuckling down upon it, and toss or shoot their shooters to the lag line across the ring. The player whose shooter comes nearest the lag line, on either side, wins the lag.

BANCROFT JESSE H. GAMES. NEW YORK: MACMILLAN COMPANY 1937.

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2. — Players must lag before first game. The player who wins the lag shoots first, and the others follow in order as their shooters were next nearest the lag line. The same shooter that is used in the lag must be used in the game following the lag. Starting succeeding games, the winner of previous game shall shoot first, but the other plays shall lag for order.

3. — On all shots, except the lag, a player shall knuckle down so that at least one knuckle is in contact with the ground, and he shall maintain this position until the shooter has left his hand. Knuckling down is permitted, but not required, in lagging.

4. — Starting the game each player in turn shall knuckle down just outside the ring line, at any point he chooses, and shoot into the ring to knock one or more marbles out of the ring.

5. — One or more marbles knocked out of the ring are credited to the player knocking them out, and the player continues to shoot from the spot where shooter comes to rest. Marbles knocked only part way out of the ring are left where they come to rest and the next player is permitted to shoot at them. A player whose shooter goes outside of the ring, after success in shooting a marble out, continues shooting from the ring line, taking roundsters if desired.

6. — After a miss, a player picks up his shooter wherever it lies until his next turn and then is permitted to take roundsters and shoot from any point of the ring line.

Rule 3 — Playing Regulations

1. — Marbles knocked out of the ring shall be picked up by the player who knocks them out.

2. — Whenever a marble or shooter comes to rest in the ring groove, it shall be considered out of the ring because the inner edge of the depression is the outer edge of the ring. If its center is inside the ring, it shall be considered inside the ring.

3. — When a shooter slips from a player's hand, if the player calls "slips" and the referee is convinced it is a slip and if the shooter does not travel more than 10 inches, the referee may order "no play" and permit the player to shoot again. The referee's decision is final.

Rule 4 — Scoring

1. — The scorer counts all marbles each player scores, the player first obtaining seven (7) marbles being declared the winner of that game, providing that on obtaining the seventh marble the shooter also goes out of the ring. If shooter remains in the ring on this shot, the marble or marbles knocked out on this shot are respotted on cross line, the shooter being picked up, the shot counting as a miss.

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2. — In games where more than two players are engaged, if two or more players lead with the same score, those in the tie shall play a new game to break the tie.

3. — A player refusing to continue a game once it is started shall be disqualified, and if only two players are engaged, the game shall be forfeited to the offended player.

4. — The score of a forfeited game shall be 13-0.

Rule 5 – Officials

1. — The officials shall be a Referee and a Scorer; if a Scorer is not available, the Referee shall keep score.

2. — The Referee shall have complete charge of the play. He shall interpret these rules and have power to make decisions on any points not specifically covered by these rules. He shall have authority to disqualify players for unsportsmanlike conduct. He shall have authority to order from the playing field, or its vicinity, the coach or other representative of any player who conducts himself improperly.

3. — The Scorer shall keep a record of the game, marking score of each player, shot by shot, and at the termination of each game, shall notify the Referee of the score, and the Referee shall announce the winner. The Scorer may assist the Referee in enforcing the rule against coaching, and may call to the attention of the Referee any infraction of the rules.

Rule 6 – Penalties

A player shall not –

1. — Raise his hand until the shooter has left his hand. This violation is known as "histing."

2. — Move his hand forward until the shooter has left his hand. This violation is known as "hunching."

3. — Smooth or otherwise rearrange the ground, or remove any obstacles. He may request the Referee to clear obstructions.

Penalty. — If any marbles were knocked out or dislocated on the shot, they shall be restored to their place and the player shall lose his shot.

4. — Change shooters during the course of any game, except that he may choose a new shooter on each lag, provided he uses that shooter in the subsequent game.

Penalty. — The player shall be disqualified from the game.

5. — Communicate in any way with his coach during the course of the game.

Penalty. — Forfeiture of all marbles he has knocked out of the ring, said marbles to be returned to the game and placed on the cross.

6. — A coach shall not give instructions to either his own or any other player engaged in the game.

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Penalty. — Coach shall be ordered from the playing field if, after being warned once, he continues his violation.

7. — Players must not walk through the marble ring.

Penalty. — Referee may require the forfeiture of one marble, said marble to be returned to the ring and placed on the cross.

Rule 7 — Age of Players

1. — The tournament is open to boys or girls of fourteen years or under.

2. — A boy or girl who becomes fifteen on or after July 1 of the current year is eligible to play, and one who becomes fifteen any time before July 1 is not eligible to play.

3. — Each municipal unit (borough, town, city, or county recreation system) shall have but one entry in the state or interstate tournaments

Rule 8 — Definitions

The term **marbles** in these rules is used to denote the object marbles only, variously known as **mibs, migga, commies, hoodies, ducks,** etc.

The term **shooter** is used to denote the offensive marble, variously known as the **taw, moonie, glassie,** etc.

Knuckling down is the act of resting a knuckle or knuckles on the ground when shooting.

Shooting is the act of holding a shooter between the thumb and first finger and releasing it by force of the thumb.

Hunching is the act of moving the hand forward across the ring line when shooting from the ring line, or forward from the point at which the shooter came to rest when shooting inside the ring. (Forbidden.)

Histing is the act of raising the hand from the ground in shooting. (Forbidden.)

Roundsters is the privilege of taking a different position on the ring line for shooting and is permitted only at the start of the game or on a turn after a shooter has passed out of the ring.

For fair is playing for sportsmanship only, when marbles are returned at the end of each game to their owners. All marble tournament games are "for fair."

Lofting is the act of shooting in an arch through the air to hit a marble.

Spinning is the act of causing the shooter to strike a marble, making it travel, while the spin causes the shooter to lose momentum. This is perhaps the most difficult shot in the game.

Bowling is the act of rolling a shot on the ground to hit a marble.

A match may be decided in one, three, or five games. It is not the total high score, but the games won that determine the winner of each match.

These rules are here given by courtesy of the National Recreation Association from their book, *88 Successful Play Activities.*

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APPENDIX # 11

TO THE STATE FLOWER.

BY CELIA F. OSGOOD PETERSON.

O dainty Colorado flower,
Thou'st met us in a happy hour,
For we would choose our Queen;
And what so sweet, so gracious fair,
Can e'er to us with thee compare,
In thy lilac, white and green.

In simple grace dost thou appeal,
Thy modest beauty half conceal,
In valleys far away;
But standing in majestic state,
Thou canst not justice long await
Thy coronation day.

We crown thee as our chosen flower,
And bow before thy regal power,
Thou smile of Love Divine,
And loyalty unto our State,
Bids us rejoice to hail thee, great
O queenly Columbine.

12th Biennial Report of the Superintendent of Public Instruction of the State of Colorado. December, 1900

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APPENDIX # 12

ALPHABET OF SUMMER.

(For Twenty-six Children.)

A is for the Apple-blossoms
Coming with the spring.
B is for the Butter-cups
The merry May will bring.
C is for the Crocus buds
Pushing through the mold.
D is for the Dandelions
With their crowns of gold
E is for the Elder-blooms
White as driven snow.
F is for the Flower-de-Luce
That mid the rushes grow.

G is for the meadow grasses
Waving everywhere.
H is for the Honeysuckle,
Scenting all the air.
I is for the Idle hours
Spent in gathering posies.
J is for the lovely June
With her wreath of roses.
K is for the Katydids
And all their endless chatter.
L is for the Lily pads
Floating on the water.
M is for the Morning-glories,
Flowering high and low.
N is for the downy Nests
Where the birdies grow.
O is for the Orioles gay,
Singing loud and sweet.
P is for the Poppy-heads
Flashing through the wheat.
Q is for the Quinces, hanging
Golden in the sun.
R is for the little Rills,
Laughing as they run.
S is for the Silver glory
Of the Harvest moon.
T is for the Tender light
Of Nature's afternoon.
U is for the Underbrush
Where Hazel-nuts are browning.
V is for the luscious Vines,
With their purple crowning.
W is for Woodbine, when
The green and gold blend.
X is for the Exodus,
Of robins and of wrens.
Y is for the Yellow leaves
That set the woods aglow.
Z is for the gentle Zephyrs
Vanished long ago.

Mrs. J. M. Dana, in the Intelligence.

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APPENDIX # 13

FOR FIVE BOYS.

1732.

In seventeen hundred thirty-two
George Washington was born;
Truth, goodness, skill and glory high
His whole life did adorn.

1775.

In seventeen hundred seventy-five
The chief command he took,
Of all the army in the state
And ne'er his flag forsook.

1783.

In seventeen hundred eighty three
Retired to private life,
He saw his much loved country free
From battle and from strife.

1789.

In seventeen hundred eighty-nine
The country with one voice
Proclaimed him president to shine
Blessed by the people's choice.

1799.

In seventeen hundred ninety-nine,
The nation's tears were shed,
To see the patient life resign
And sleep among the dead.

M. L.

As "first in war and first in peace"
As patriot, father, friend,
He will be blessed till time shall cease,
And earthly life shall end.

Young People's Speaker.

12th Biennial Report of the Superintendent of Public Instruction of the State of Colorado December. 1900.

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LAND GRANT.

Our schools must be supported by taxation in the future as in the past. While our neighbors on the east have a school fund amounting to millions arising from the sale and lease of the land given them by the general government, without some additional legislation by Congress, our fund from the same source will not in this generation greatly lessen our school taxes.

There has been received from sales of school land in round numbers $12,541. This is mostly the first payment of 30 per cent. of purchase price. Some parcels have been sold for cash. The value of the lands already sold—at the selling price—is $38,050. The number of acres sold is 8,440, making the average price per acre $4.50.

The money already received is invested in State securities at 10 per cent interest, which interest will be divided among the counties according to law. The State Treasurer has also received $3,342.35 on account of the leasing of school lands, which amount awaits disposal at the hands of the legislature. It is properly income to be divided with the interest on the proceeds of sales, but in the absence of specific law in the premises, it was thought best that it should remain in the treasury until the legislature shall direct its disbursement. Let me recapitulate:

State fund arising from sale of school lands now sold, when all paid in, in round numbers . . .	$40,000 00
*Annual interest in Government 4 per cents . . .	$1,600 00
Annual receipts from rental—say	4,000 00
Total annual income	$5,600 00

*See provisions of law concerning investment of this fund

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True, the annual rental will be increased by the leasing of additional land, but it must be multiplied by twenty before it will afford us much relief from taxation or compare with the income of our sister western States. The land sold is the cream of the arable school land. If leased it would have returned an annual income of $4,000, or two and one-half times as much as when invested in Government bonds, and every acre of *this* land could have been leased—if it had not been for sale. The interests of the school fund seem to demand more specific legislation concerning the leasing of school lands, and the withdrawal from the market of all that is unsold. A line running parallel with and a little west of the 105th meridian, bisects the State and practically the eastern half is plain, the western, mountains. In this western half our school grant is inoperative, almost wholly, on account of the mineral restriction. In the eastern half the valuable land is confined to such narrow strip along the valleys of the South Platte and the Arkansas riv rs and their tributaries, as can be irrigated by the waters of those streams, and however wild theorists may dream of irrigating the whole of these broad arid plains, it is enough to say here that our most intelligent farmers and experienced engineers (experienced in canal building and water measurement) believe that the irrigable belt along these streams is but as a ribbon's width in comparison with the vast stretch of plain, which, while the present order of nature lasts, must be given over to the herder and the shepherd, and which is too near valueless to be estimated by the acre. While it is impossible from any data at my command to give the acreage accurately, a glance at the map—with these facts in mind—will show us the puny dimensions of our land grant of two sections in each surveyed township, when it is estimated for the income there is in it. Out of these fertile valleys we lose, according to reports from the several land offices, in round numbers, fifty-five thousand acres sold or otherwise disposed of previous to our grant, and for which we must take—what ever we can find, *in the same land office district*. These are not pleasant facts, concerning our school fund, but it is surely the part of wise men to examine the worst aspects of the case, rather than to amuse ourselves with day dreams of a four million acre school grant—one-eighteenth the area of the State—which *would* be ours but for several "ifs"—one of them no less substantial than the Rocky Mountains themselves. If the mineral restriction were removed, our grant would still be poor compared to a similar one in the valley States east of us, (the permanent fund of Kansas already reaches two million five hundred thousand dollars,) but then at least we would not suffer both from the unfavorable conditions in nature and the unfairness of the government, which unfairness without doubt comes entirely from a misapprehension of the facts in the case.

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SCHOOL REVENUE.

The Public School revenue of Colorado is derived almost exclusively from taxation. In common with other new Western States, she has a land grant of sections 16 and 36 in each surveyed township, but so large a portion of these fall upon arid lands that the grant is of little aid to our school fund. The Statute provides for the annual levy of a county tax for school purposes of not less than two nor more than five mills; this, with the proceeds of penal fines, constitutes the county school fund.

To this is added whatever may be received from the State fund, which, during the past year, has amounted to fifty-three cents per capita of the school population. Out of the twenty-nine counties reporting for the year ending August 31, 1880, fifteen exceeded the minimum rate, and three reached the maximum.

This fund is devoted to teachers' wages and current expenses, such as fuel, repairs needful to preserve school buildings and property, but cannot be used for building or enlarging and improving school houses; this must be paid out of a special building fund raised by a tax on the property of the district, and authorized by a vote of the people. If the amount received from the county fund is too small to support the school as long as is desired by the district, a special fund may be raised for this purpose by a levy upon the property of the district, by order of the District Board in districts having a school population of more than 350, by vote of the people in smaller districts. There is no statutory limit to either levy. All school taxes are levied upon the county books and collected by the county collector.

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COURSE OF STUDY FOR THE UNGRADED SCHOOLS OF THE STATE OF COLORADO.

In the arrangement of the following Course of Study, Wilson's series of Readers was taken as a basis. It will also be applicable to any other series of Readers of corresponding grade.

In schools where another series of Readers is used, requiring it, read one book higher; that is, where Primer is mentioned, read First Reader; for First Reader, read Second Reader, and so on through the series.

FIRST GRADE.

Language.—Pupils with the Primer should be taught—

1.—Letters and sounds.

2.—Oral Spelling, with and without the book.

3.—To pronounce words readily at sight.

4.—To tell the meaning of words and sentences.

5.—To notice pauses and inflections when reading.

Writing.—To print letters, words, figures and sentences on the slate.

Arithmetic.—1. To count and add objects to 100. 2. Roman numbers to XX.

SECOND GRADE.

Language.—1. Read in First Reader with the preceding directions.

2.—Spell all *new* and *difficult* words of the reading lesson.

3.—Oral Composition.

Writing.—1. Print lessons on slate until script letters are learned; then the lessons should be copied in script.

NOTE.—Examine and criticise the slate-work ALWAYS.

Arithmetic.—1. Counting objects, notation and numeration, to 1,000.

2. Addition and Subtraction—oral and written—without a book.

3. Tables to 6x12.

4. Roman numbers to C.

THIRD GRADE.

Language.—1. Read in Second Reader with the preceding directions.

2.—Short written Compositions, using some of the words found in the lessons.

3.—Relate in their *own* English language what they read.

4.—After having finished the first half of the Reader, the Primary Speller may be used. [See Remark No. 7.]

NOTE.—Learning the *meaning* (not definition) of words in reading and other lessons, and their use in original sentences, is a valuable exercise.

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Teachers should drill their pupils frequently, daily, if possible, on language lessons of this kind.

Writing.—1. Copy parts of lessons on the slate—being careful to note the pauses and capital letters.

2.—Begin to write on paper with pen and ink. [See Remark No. 6.]

Arithmetic.—1. Mental without a book.

2.—Table to 12x12.

3.—Thorough drill in notation and numeration.

4.—Review and application of addition and subtraction.

5.—Multiplication and division.

6.—Roman numbers to CL.

Geography.—2. The directions of the compass.

2.—Distance and direction.

3.—Town, Township, County and State Geography, without a book.

NOTE.—For this purpose a map of Colorado, with township and county boundaries distinctly marked, should be used in every school.

FOURTH GRADE.

Language.—1. Read in the Third Reader with the preceding directions, having special attention to natural reading.

NOTE.—Remember that good reading consists in correct pronunciation, a careful observance of pauses and inflections, and a natural tone.

2.—Definition of words.

3.—Language lessons and oral grammar.

4.—Composition and forms for letter-writing.

5.—Primary speller should be completed.

Writing.—1. Copy on the slate the most difficult words of the reading lessons.

2.—Write in copy with a pen.

Arithmetic.—1. Mental, with a book.

2.—Review the fundamental rules for the sake of accuracy and rapidity.

3.—Use of United States money.

4.—Fractions, denominate numbers, etc.

5.—Roman numbers to D.

Geography and History.—1. Begin with a book in geography, with special attention to the geography of our own country.

2.—With the lessons in geography should be combined the most interesting and important events of U. S. history.

FIFTH GRADE.

Language.—1. Read the Fourth Reader with special attention to the rules of Reading, Elocution etc.

2.—Use large speller—spelling and defining.

3.—The use of the dictionary.

4.—Language lessons with a text-book.

5.—Composition and letter-writing.

6.—Change simple poetry into prose.

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7.—Declamation.

Writing.—1. Use a copy book, with special attention to neat penmanship.

2.—Copy on paper business forms—bills, notes, checks, etc.

3.—Book-keeping (single entry).

Arithmetic.—Mental and written continued. Especial attention should be given to the business portion o arithmetic, with additional practical examples by the teacher.

Geography. Study with the book continued. If properly managed, the greater part of what is contained in ordinary text-books can be completed.

History of the U. S.—A text-book may be used. If time will not permit to have history as a regular daily exercise, it is suggested that it alternate with reading in the Fourth Reader, and be read by the class, with explanations and questions by the teacher.

SIXTH GRADE.

History of the United States as a reading book (instead of the Fifth Reader), Grammar, Composition, Declamation, Arithmetic, Physical Geography, Algebra, Physiology and other branches.

SUGGESTIONS AND REMARKS.

1.—Every teacher ought to form a regular programme of daily exercises in conformity with the above course.

It is not intended that pupils shall be *compelled* to study branches they and their parents object to, after the teacher's persuasive powers have failed.

2.—The advantages of a uniform course for all the ungraded schools in the State will be apparent to every teacher on a little reflection.

3.—*Object Lessons.*—Short familiar talks on the lessons and on common objects should be had with the primary classes. The following may serve as a brief outline:

For first and second grades, familiar objects and their principal parts, with their names and uses. Third grade, for summer, facts in botany; for winter, domestic animals. Fourth grade, for summer, insects, birds and plants; for winter, woods, grains, seeds and fruits.

4. Vocal music should be one of the daily exercises in each school.

5. Drawing should also receive more attention.

6. No copy books should be used until the first half of the Second Reader is completed, because of the constant slate drills, the pupils always, if possible, having a long pencil or bobber in use in these drills—the teacher invariably criticising and correcting the writing and insisting on neat work. No writing or printing exercise should be considered as completed until the teacher has inspected every pupil's work.

7.—No Speller is to be used until the pupil is able to read well in the best half of the Second Reader, because the pupil will find it as much as he can do to master the new and difficult words in his Readers. He is to be required to write them neatly on his slate, to spell and pronounce them from the slate, then to spell them orally, define such as the teacher may think him

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not familiar with, and commence to learn the use of these words by putting them into sentences of his own construction. This should be continued in the Third Reader.

8.—It is a good plan to have each text book divided into sections. If not divided by the author it may be done by the teacher. Do not advance to a new lesson or a new sections until the preceding one is mastered.

9.—Two important objects of recitation are: 1st. To ascertain the pupil's preparation of a lesson. 2d. His knowledge of it. Question your pupils thoroughly respecting each. *Insist* upon well prepared lessons *always*. Make your pupils do their own thinking as much as possible. The teacher should give aid to pupils judiciously.

10.—Govern by keeping your pupils constantly employed, and with firmness, tempered with kindness.

11.—Every teacher will be benefited by making the following topics a study: Classification of School, Assigning Lessons, Aid to Pupils, and the Recitations.

12.—Lose no opportunity to inculcate a love for truth, justice and right, for this is the foundation of our liberties.

13.—*Paste this course of study on your School Register.*

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